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ABSTRACT

This publication was prepared for the Alaska Department of Education in order to supplement units C and E of the 1976 "Guide for Planning Educational Facilities." It is intended to provide school districts with process guidelines for community participation in the planning of school facilities, particularly small secondary school facilities. In addition, it presents recommended square footage guidelines for schools of various sizes, including small secondary school facilities. The processes presented for identifying educational goals and prioritizing educational programs are based on adaptations of the Phi Delta Kappa model for developing educational goals and objectives. All the processes described are designed for self-instructional use by school officials and citizens in rural education attendance areas. Separate sections focus in turn on processes for identifying educational goals, processes for determining school enrollment, processes for conducting an inventory of school-community resources, processes for identifying and prioritizing educational needs, and recommended space allocations for school facilities. Much of the publication consists of sample forms and documents for use in carrying out the various planning processes. (Author/JG)

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SPECIFICATIONS PROCESS FOR ALASKAN RURAL EDUCATION

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PREFACE

Under contract with the Alaska Department of Education, the Field Training and Service Bureau of the College of Education (University of Oregon) developed these components to supplement Units C and E of the Guide for Planning Educational Faciiities (1976 edition). The product was to furnish school districts with process guidelines for community participation in the planning of school facilities, particularly small secondary school facilities. The product also was to include recommended square footage guidelines for schools of various sizes, including small secondary school facilities.

Prior to drafting the final document these process guidelines were presented to, reviewed by and commented on by a panel representing concerned groups assembled in Juneau by the State Department of Education. The Bureau's finished draft has been delivered to the State Department of Education for duplication and distribution.

Several basic assumptions were developed by the Bureau and were acceptable to the review panel. These include:

1. The development of educational specifications is a pre-design process of problem definition . . . and not a physical facility design process.
2. Educational goals as well as the relative emphasis on these educational goals will not be identical throughout the state.
3. Active involvement of local community representatives is highly desirable in the planning process of educational specifications.
4. The provision in small high schools of programs identical in scope and process to those found in large high schools is improbable . . . and may not be desirable.
5. The establishment of secondary education programs in small remote communities will require an imaginative search for supplemental local resources.

6. The educational goal prioritization process as developed by Phi Delta Kappa is a tested and widely accepted process for citizen involvement.

In developing processes for identifying educational goals and prioritizing educational programs, the Bureau has utilized portions of the Phi Delta Kappa (P.D.K.) model for developing educational goals and objectives. Since significant adaptations were made to the original P.D.K. materials, further references to the Phi Delta Kappa model have been omitted from the body of the report.

The processes that have been developed are designed to be self-instructional. It is anticipated that rural education attendance areas should be able to completely handle the process by following the steps outlined in this document. However, should assistance be needed through an orientation session for proper material usage, whether on statewide basis or on a regional basis, a representative of the Bureau could offer such assistance.

SPECIFICATION PROCESS FOR ALASKAN RURAL EDUCATION

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NOTE: Throughout this manual reference is made to tokens or discs. The terms are used inter-changeably to refer to markers or other objects used by community groups to denote their preferences in priority ranking of goals, courses of study, etc. Any small object (beans, coins, etc.) will suffice for these activities.

INTRODUCTION

Enclosed in this document are four processes which provide for a maximum amount of community involvement for use in designing and building small secondary school facilities in Alaska.

These processes will provide information to communities, school districts, Department of Education, architects and Department of Public Works. The information to be developed will include:

1. A prioritized set of the community's educational goals -- individualized for each community;
2. The resources, both physical and human, which currently exist and are available for secondary school use;
3. The numbers of secondary students who could be enrolled in school next year as well as five years hence; and
4. A prioritized list of courses which the community desires to have taught in the school;
5. An educational specifications document.

Recommended Personnel and Tasks

It is understood that school districts are responsible for developing the background information necessary for educational specifications. To assist districts with this task, the essential personnel will include:

1. A Project Administrator

   An appointed area school district or community level school administrator.

   Task:

   A. Adapt the material contained in this document for use by each community.

B. Appoint new groups or designate existing groups to serve as needed.

C. Plan and lead the meetings necessary to gather the information.

D. Compile the completed information into an educational specification report for use by Department of Education staff, architects and Bureau of Public Works staff.

2. Community School Committees (C.S.C.)

The Community School Committee is understood to be a small group of elected community citizens who assist and advise the district boards.

Tasks:

A. To assist the project administrator in compiling the necessary information; specifically:

(1) Goal identification: They will recommend acceptance of the educational goals as presented, will substitute goal statements as was done in Angoon, or will create their own educational goals statements for use with the goals process.

(2) They will follow the process recommended for determining school enrollment for next year and five years hence.

(3) They will, either as an independent group or by appointing others to assist them, complete the community resources inventory.

B. They will be participants in the larger community group responsible for processes of goal setting and course selection and prioritizing.

C. They will be available for necessary consultation with Department of Education, architectural or Department of Public Works staffs.

3. Community as a Whole

This group normally will consist of all members of a smaller community or of representatives from larger communities.

Tasks:

A. To meet as a group along with the project administrator to prioritize educational goals as presented by the C.S.C. using the goals process.

B. To meet as a group with the appointed project administrator and the C.S.C. to list courses of study desired in the new high school.

C. To meet as a group with the project administrator and the C.S.C. to prioritize previously identified courses of study.

Task Sequence

The time sequence of tasks to be completed and recommended guidelines regarding time necessary to complete each task follows:

1. Appoint and brief the project administrator: 1 meeting
2. Identify the C.S.C.: 1 meeting

3a. Accept educational goal statements: 1 meeting

b. Write new or adapt available goal statements: 3 to 10 meetings, if needed.

4. Identify available resources: 1 to 3 meetings
5. Determine enrollment projections: 1 meeting
6. Prioritize educational goals: 1 meeting

7. Prioritize courses of study: 1 meeting minimum, 2 meetings maximum.
8. Complete report for D.O.E.: 1 meeting

(More than one task may be completed at a single meeting.)

What Are Educational Specifications?

Educational specifications spell out what a community wants its school to do educationally, so that the architect can plan an appropriate physical structure to facilitate the educational program specified. Development of educational specifications is a predesign process of problem definition rather than a problem solving process.

An educational specifications document contains an outline of the program of education planned for the students who will use the school, lists other community activities that may be accommodated in the building, considers probable future needs, and lists the facilities thought to be necessary to accommodate these programs.

Why Complete Educational Specifications?

1. They involve educators and community representatives in the definition of the educational needs.
2. They allow planners to better understand the purposes of the school.
3. They help the architect to design a building that fits the educational needs of the community.
4. They help avoid mistakes that are expensive to correct once construction is completed.

Who Should Complete Educational Specifications?

A substantial number of people need to share in the development of educational specifications. A planning team may consist of two basic groups:

a. those who define the school and community requirements, and

b. those who develop an appropriate building design

Members of the Requirements Group Could Include:

1. teachers
2. non-teaching staff (caretakers, nurse, social workers, etc.)
3. principal
4. school board members
5. students
6. parents (advisory committee members)
7. representatives of community groups who will be using the building
8. consultants who specialize in building planning

Members of the Building Design Advisory Group Should Include:

1. district superintendent
2. the architect
3. engineers
4. technical support staff
5. State Department of Education (D.O.E.) representative
6. Department of Public Works representative

TIMELINE

DATES:
(Fill in)

1. Appoint Project Administrator — xxxx
2. Identify C.S.C. — xxxxxxx ///////
3. Identify or Accept Goals Statements — ////////////////////// ==========
4. Identify Available Resources — ////////// ==========
5. Determine Enrollment Projections — //// ====
6. Meet with Community to Prioritize Educational Goals — ////////// ========== ++++++++++
7. Meet with Community to List Desired Courses of Study — ////////// ========== ++++++++++
8. Meet with Community to Prioritize Desired courses of Study — ////////// ========== ++++++++++
9. Complete Report for D.O.E. — xxxxxxxx ////////

PARTICIPANTS:
DISTRICT SUPERINTENDENT — xxxxxxxx
PROJECT ADMINISTRATOR — ////////
C.S.C. — ========
COMMUNITY — ++++++++

SECTION I: PROCESS FOR IDENTIFYING EDUCATIONAL GOALS

Introductory Statement

The process for identifying community educational goals should reflect the recognition that each community is an unique sociocultural group made up of individuals living in a multi-cultural situation.

Students identify with and participate to varying degrees in two worlds--their own traditional culture and the industrialized culture of the lower forty-eight states. One way to facilitate this process is through participation of community members in the identifying and rank ordering of educational goals. The effectiveness of this process depends on the guidelines offered here as well as the commitment of community members who can be enlisted in this process. In following these process guidelines, different outcomes should reflect the varying character and needs of each community.

Establishing an awareness of community needs is a primary step. The guidelines offer a process which translates the recognition of needs into specific educational goals for each community. The guidelines include specific educational goals which are given as examples of goals reflecting possible needs of communities. These prepared goals may be utilized; however, the community may decide upon additional or different educational goals.

It is difficult for these guidelines to take into consideration the different stages of readiness in the various communities. Hopefully, this problem will be recognized by the leaders responsible for implementing the process. This will enable a community to select educational goals which reflect its unique needs.

The materials follow a "goal ranking process" which includes community involvement in determining educational goals. The materials are arranged in sequential order. By moving through all of the materials in sequential order, any leader will gain a more complete understanding of the process.

Educators are being offered a process by which the community and students can help to identify important broad educational goals.

The aim of the process is to involve a variety of people in determining a priority for what is educationally important for a local community.

The original goal identification process was developed for this specific purpose and subsequently was used through the U. S., including Alaska. A "pool" of goals is listed on Forms IA and IB that will help in ascertaining local educational goals. Within the pool are two sets of goals: First, the original eighteen educational goals (Form IA), and second, educational goals as adapted by an Alaskan school district (Form IB). It is important that these goals be carefully reviewed.

Communities often develop their own educational goals by utilizing the standard educational goals process.

These goal suggestions may or may not be very helpful. It is necessary to emphasize the need to determine both community and individual educational goals reflecting the local community needs. A community's final goal selection may result in one or several of the following possibilities:

1. The eighteen educational goals could be used, although all eighteen goals may not be appropriate for all communities.
2. An Alaskan community's adaptation of the educational goals may be used.
3. A community may wish to create its own goals entirely or use some of the available suggestions in combination with locally developed goals.

After considerable testing and several years' use, it has been found that eighteen goals are a manageable number to use in this process. After reviewing the available goals and adding any new goals, it is recommended that a village begin the identification process with about eighteen goals or less. Eighteen is not a magic number, but the process is more manageable if the local school area begins with that number of goals.

Selection Techniques for Community Members

Following are two possible selection techniques that can be used in a community of sufficient size:

1. Random Selection Plan

Definition: any selection plan in which the members of the Committee are selected randomly without prejudice; that is, each member of the community is a likely member of the Committee (equal likelihood of selection).

This single plan recommended has been used extensively.

Advantages:

1. A "pure" cross section of the community is more easily obtained.
2. This plan is the most publicly defensible.
3. Committee membership can be obtained in a relatively short period of time.
4. This technique generates positive reactions from the community.

Disadvantages:

1. Known opinion leaders in the community may not appear on the Committee.
2. The Superintendent and Board of Trustees have no control of the Committee composition.
3. The Superintendent and Board of Trustees must work with "unknown" qualities.
4. The selection of the Committee members takes more personal effort on the part of the District Administrator.
5. It is more difficult to achieve initial commitment from community members.

2. Unstructured Selection Technique

Definition: any plan which effectively results in the initiation of the goal-setting process without any numerical limitations placed on participation.

This particular plan is intended for situations in which the Superintendent and/or Board of Trustees, believes an open invitation should be extended to all citizens residing within the boundaries of the district to participate in the identification and ranking of the district's educational goals. There appears to be only one situation in which this strategy can be employed effectively. This is where the individual school or school district population is small enough to accommodate a New England type of "Town Meeting." It is contended that the maximum manageable number of a "Community Committee" is sixty.

Advantages:

1. Total community involvement is possible.
2. This plan is publicly defensible.
3. Dissemination is accomplished rapidly.

Disadvantages:

1. The management necessary to give the group direction is most difficult to achieve.
2. Committee membership may be unstable.
3. Communication and articulation can be most difficult to achieve.
4. Town meetings often become forums, not working committees.
5. Continuity of committee work is more difficult to maintain.
6. The general tone of the town meeting may tend to lead to factionalization and not consensus and direction.

It is suggested that a small group be convened to work together in finalizing the educational goals for this process. The small group could include other educators, community members, and/or students. Once the educational goals have been identified, the community ranking process can begin. Be sure to go through all the materials to become comfortable with the process.

Goals of Education (IB)

Alaskan community goals. Many of these are identical to the educational goals while others are modified in terms of descriptors, and still others are new.

Modified or new goals are preceded by an asterisk (*).

GOALS[1]

As a result of schooling, each student should:

*1. Accept the responsibilities of citizenship.

1.1 Respect the rights and opinions of others.

1.2 Conduct rational and informed discussions of controversial issues.

1.3 Respect public and private property.

1.4 Develop competencies to acquire, organize and clarify issues.

1.5 Demonstrate a commitment to the right of self-determination for all persons.

1.6 Participate in community, state, and national government.

*2. Recognize the value of the land in preserving the community identity, traditions, and lifestyle.

2.1 Develop an understanding of the characteristics of land ownership.

2.2 Develop an understanding of what is meant by aboriginal title.

2.3 Develop an understanding of the historic foundation of claims to land rights.

3. Develop character and self-respect.

3.1 Develop moral responsibility and a sound ethical and moral behavior.

3.2 Develop the student's capacity to discipline himself to work, study, and play constructively.

3.3 Develop a moral and ethical sense of values, goals, and processes of free society.

3.4 Develop standards of personal character and ideals.

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[1]These goals have been adapted by Angoon, Alaska.

4. Acquire basic skills and knowledge in reading, writing, computing, listening, speaking, and analyzing.

   4.1 Develop ability to communicate ideas and feelings effectively.

   4.2 Develop skills in oral and written English.

*5. Develop pride in and understanding of community prehistory, history, and culture.

   5.1 Develop a knowledge of community language, art, music, dance and folklore.

   5.2 Develop an understanding of community social organization and structure.

   5.3 Develop a knowledge of the community's basic subsistence pattern of fishing and hunting.

6. Respect and get along with people whom he/she works and lives.

   6.1 Develop respect for the worth and dignity of individuals.

   6.2 Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.

   6.3 Develop a cooperative attitude toward living and working with others.

7. Develop a desire for learning now and in the future.

   7.1 Develop intellectual curiosity and eagerness for lifelong learning.

   7.2 Develop a positive attitude toward learning.

   7.3 Develop a positive attitude toward continuing independent education.

8. Develop pride in work and a feeling of self-worth.

   8.1 Develop a feeling of student pride in his achievements and progress.

   8.2 Develop self-understanding and self-awareness.

   8.3 Develop the student's feeling of positive self-worth, security, and self-assurance.

9. Gain a general education.

   9.1 Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.

   9.2 Develop a fund of information and concepts.

   9.3 Develop special interests and abilities.

10. Understand and practice the skills of family living.

   10.1 Develop understanding of the principles of living in the family group.

   10.2 Develop attitudes leading to acceptance of responsibilities as family members.

   10.3 Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

11. Learn to examine and use information.

   11.1 Develop ability to examine constructively and creatively.

   11.2 Develop ability to use scientific methods.

   11.3 Develop reasoning abilities.

   11.4 Develop skills to think and proceed logically.

12. Be a good manager of money, property, and resources.

    12.1 Develop an understanding of economic principles and responsibilities.

    12.2 Develop ability and understanding in personal and corporate buying, selling, and investment.

    12.3 Develop skills in management of natural and human resources and the environment.

13. Practice and understand the ideas of health and safety.

    13.1 Establish an effective individual physical fitness program.

    13.2 Develop an understanding of good physical health and well being.

    13.3 Establish sound personal health habits.

    13.4 Develop a concern for public health and safety.

14. Respect and get along with people who think act, and dress differently.

    14.1 Develop an understanding of other people and other cultures.

    14.2 Develop an understanding of political, economic, and social patterns of the rest of the world.

    14.3 Develop awareness of the interdependence of races, creeds, nations and cultures.

    14.4 Develop an awareness of the processes of group relationships.

15. Develop skills to enter a specific field of work.

    15.1 Develop abilities and skills needed for immediate employment.

    15.2 Develop an awareness of opportunities and requirements to a specific field of work.

    15.3 Develop an appreciation of good workmanship.

16. Gain information needed to make job selections.

16.1 Promote self-understanding and self-direction in relation to student's occupational interests.

16.2 Develop the ability to use information and counseling services related to the selection of a job.

16.3 Develop a knowledge of specific information about a particular vocation.

17. Learn about and try to understand the changes that take place in the world.

17.1 Develop ability to adjust to the changing demands of society.

17.2 Develop an awareness and the ability to adjust to a changing world and its problems.

17.3 Develop understanding of the past, identify with the present, and the ability to meet the future.

18. Understand and practice democratic ideas and ideals.

18.1 Develop loyalty to democratic ideals.

18.2 Develop patriotism and loyalty to ideals of democracy.

18.3 Develop knowledge of the rights and privileges in our democracy.

18.4 Develop an understanding of our heritage.

19. Learn how to use leisure time.

19.1 Develop ability to use leisure time productively.

19.2 Develop a positive attitude toward participation in a range of leisure time activities -- physical, intellectual, and creative.

19.3 Develop interests which will lead to wise and enjoyable use of leisure time.

20. Recognize and value achievements in art, music, drama, literature, and architecture.

20.1 Develop abilities for effective expression of ideas and cultural appreciation (fine arts).

20.2 Cultivate appreciation for beauty in various forms.

20.3 Develop creative self-expression through various media (art, music, writing, etc.)

20.4 Develop special talents in music, art, literature, and languages.

Directions for Administering the Goal Ranking Process

In order to simplify the goals and objectives process, the traditional educational goals directions for implementation have been consolidated. The directions isolate and describe steps for implementation in the following areas:

A. Essential Materials

B. Directions for Individual Members

C. Directions for Small Group

D. Data Interpretation

When implementing the goal identification process, the designated leader should use the following directions:

A. Essential Materials

Each person should have the following items:

1. two display sheets (Form IC) containing a total of 18 goals (or number you have identified) in no particular order.

   a. If the goals being used are not the same as the 18 educational goals then new dispaly sheets must be made (Form ID).

2. a set of tokens. These tokens represent your resources for the activity. (Tokens total 2.5 times number of goals.)

   e.g. 18 goals x 2.5 = 45 tokens

   20 goals x 2.5 = 50 tokens

3. pencils

4. sufficient copies of each of the following:

   a. display sheets (one per participant) (Forms IC or ID)

   b. individual goal rating sheets (one per participant) (Forms IE or IF)

   c. directions for small groups (one per four participants) (Forms IG or IH)

   d. small group rating sheets (one per four participants) (Forms II or IJ)

B. Directions for Individual Members

When conducting the goal identification process, the leader will read aloud the following directions:

1. Read each of the goal statements.
2. After reading each goal statement place a token in the column labeled 1 beside each of the 18 goal statements on the display sheet (Form IC). Each token has a value of 1 point. You can remove one (1) of the placed tokens later if you desire.
3. Reread goal statements. For more important goals place a second token in the column labeled 2.
4. Read the goal statements that have two (2) tokens beside them. For those goals you believe to be much more important than others, place a token beside them in the column labeled 3.
5. Read the goal statements that have three (3) tokens beside them. For those goals you believe to be much more important than others, place a token beside them in the column labeled 4.
6. Read the goal statements that have four (4) tokens beside them.

For those goals you believe to be much more important than others, place a token beside them in the column labeled 5.

7. You may now move tokens as you want but your final display sheets must be as follows:
   a. all tokens used
   b. not all goal statements need a token
   c. 1 goal statement has 5 tokens
   d. must be horizontal sequence with no spaces between tokens
8. Transfer the total number of points for each goal to the Individual Goal Rating Sheet (Forms IE or IF).
9. Leave your goal sheets at your positions.

C. Directions for Small Group

1. Divide into groups of four. Each group member should take the Individual Goal Rating Sheet (Form IE) which he/she has just completed.
2. Add the four individual scores for each goal. Secure an average score by using the Chart of Averages (Forms IG or IH).
3. Use the Small Group Mathematical Averages Sheet (Forms IG or IH) to record averages.
4. Now debate or challenge each goal score for your group. The group must agree on a score for each goal. Re-enter your final agreed-upon group score on the Small Group Rating Sheet (Forms II or IJ).

D. Data Interpretation

The group leader will use the data interpretation material to convey results to the community.

The community data (Forms IK or IL) examines goals with respect to group scores and rank order from most important to least important.

When interpreting, keep the following points in mind:

1. The average score goal ratings are calculated by adding the small group consensus goal ratings (Columns A-O) and dividing by the number of groups (Forms IM or IN).
2. The average score goal ratings are then used to place the goals in a priority ranking order (e.g., 1 - 18) of most important goal to least important goal.
3. In interpreting the significance of average scores (1 above) relative to rankings (2 above), review the difference of average goal scores between one ranking as compare to another. For instance, while one goal may be ranked first with an average score of 4.7, another goal ranked fifth may have an average score of 4.4. The difference in ranking (1 to 4) does not seems as significant when compared to the difference between the average scores (only 0.3).
4. In addition, when interpreting the difference between average scores, the variance (indicated by the S^2 Column) will give an indication whether there was considerable agreement among the small groups (low numerical value) or disagreement among the small groups (high numerical value).

SUMMARY:

FOLLOWING THE COLLECTION OF THE DATA, RECORD THE GOALS IN PRIORITIZED ORDER ONTO THE INFORMATION SUMMARY DOCUMENT 1, A-G.

Phi Delta Kappa, Inc., P. O. Box 789, Bloomington, Indiana 47401 EG Form 4

EDUCATIONAL GOALS

IA

*These are not in any order of importance.

LEARN HOW TO BE A GOOD CITIZEN
- . Develop an awareness of civic rights and responsibilities.
- . Develop attitudes for productive citizenship in a democracy.
- . Develop an attitude of respect for personal and public property.
- . Develop an understanding of the obligations and responsibilities of citizenship.

EARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO HINK, DRESS AND ACT DIFFERENTLY
- . Develop an appreciation for and an understanding of other people and other cultures.
- . Develop an understanding of political, economic, and social patterns of the rest of the world.
- . Develop awareness of the interdependence of races, creeds, nations and cultures.
- . Develop an awareness of the processes of group relationships.

EARN ABOUT AND TRY TO UNDERSTAND THE CHANGES HAT TAKE PLACE IN THE WORLD
- . Develop ability to adjust to the changing demands of society.
- . Develop an awareness and the ability to adjust to a changing world and its problems.
- . Develop understanding of the past, identify with the present, and the ability to meet the future.

EVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING
- . Develop ability to communicate ideas and feelings effectively.
- . Develop skills in oral and written English.

NDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS
- . Develop loyalty to American democratic ideals.
- . Develop patriotism and loyalty to ideas of democracy.
- . Develop knowledge and appreciation of the rights and privileges in our democracy.
- . Develop an understanding of our American heritage.

EARN HOW TO EXAMINE AND USE INFORMATION
- . Develop ability to examine constructively and creatively.
- . Develop ability to use scientific methods.
- . Develop reasoning abilities.
- . Develop skills to think and proceed logically.

NDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING
- . Develop understanding and appreciation of the principles of living in the family group.
- . Develop attitudes leading to acceptance of responsibilities as family members.
- . Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.

EARN TO RESPECT AND GET ALONG WITH PEOPLE ITH WHOM WE WORK AND LIVE
- . Develop appreciation and respect for the worth and dignity of individuals.
- . Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions.
- . Develop a cooperative attitude toward living and working with others.

EVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK
- . Develop abilities and skills needed for immediate employment.
- . Develop an awareness of opportunities and requirements related to a specific field of work.
- . Develop an appreciation of good workmanship.

LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES
- A. Develop an understanding of economic principles and responsibilities.
- B. Develop ability and understanding in personal buying, selling and investment.
- C. Develop skills in management of natural and human resources and man's environment.

DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE
- A. Develop intellectual curiosity and eagerness for lifelong learning.
- B. Develop a positive attitude toward learning.
- C. Develop a positive attitude toward continuing independent education.

LEARN HOW TO USE LEISURE TIME
- A. Develop ability to use leisure time productively.
- B. Develop a positive attitude toward participation in a range of leisure time activities–physical, intellectual and creative.
- C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.

PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY
- A. Establish an effective individual physical fitness program.
- B. Develop an understanding of good physical health and well being.
- C. Establish sound personal health habits and information.
- D. Develop a concern for public health and safety.

APPRECIATE CULTURE AND BEAUTY IN THE WORLD
- A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts).
- B. Cultivate appreciation for beauty in various forms.
- C. Develop creative self-expression through various media (art, music, writing, etc.).
- D. Develop special talents in music, art, literature and foreign languages.

GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS
- A. Promote self-understanding and self-direction in relation to student's occupational interests.
- B. Develop the ability to use information and counseling services related to the selection of a job.
- C. Develop a knowledge of specific information about a particular vocation.

DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH
- A. Develop a feeling of student pride in his achievements and progress.
- B. Develop self-understanding and self-awareness.
- C. Develop the student's feeling of positive self-worth, security, and self-assurance.

DEVELOP GOOD CHARACTER AND SELF-RESPECT
- A. Develop moral responsibility and a sound ethical and moral behavior.
- B. Develop the student's capacity to discipline himself to work, study, and play constructively.
- C. Develop a moral and ethical sense of values, goals, and processes of free society.
- D. Develop standards of personal character and ideas.

GAIN A GENERAL EDUCATION
- A. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences.
- B. Develop a fund of information and concepts.
- C. Develop special interests and abilities.

A1

OBJETIVOS EDUCACIONALES

*Estos objectivos no están en ningun orden de importancia.

APRENDER CÓMO SER UN BUEN ADMINISTRADOR DEL TIEMPO, DEL DINERO, PROPIEDAD Y RECURSOS.

A. Desarrollo de una comprensión de los principios económicos y responsabilidades.
B. Desarrollo de una habilidad y conocimiento de las compras, venta e inversiones personales.
C. Desarrollar habilidades en la administración de recursos naturales, humanos y medio ambiente.

DESARROLLAR EL DESEO DE APRENDER AHORA Y EN EL FUTURO

A. Desarrollo de una curiosidad intelectual y anhelo de aprender todo el resto de su vida.
B. Desarrollo de una actitud positiva hacia el aprendizaje.
C. Desarrollo de una actitud positiva hacia una educación continua e independiente.

APRENDER CÓMO USAR SUS HORAS LIBRES

A. Desarrollo de la habilidad de usar productivamente el tiempo libre.
B. Desarrollo de una actitud positiva hacia la participación en las actividades libres físicas, intelectuales y creadoras.
C. Desarrollo de una apreciación y de unos intereses los cuales guiarán sabia y agradablemente al uso del tiempo libre.

PRACTICAR Y ENTENDER LAS IDEAS DE SALUD Y SEGURIDAD

A. Establecer un programa efectivo para la buena salud individual.
B. Desarrollo de un entendimiento de una buena salud y bienestar.
C. Establecer un sentido de hábitos higiénicos e información.
D. Desarrollo de un interés por la salud y seguridad pública.

APRECIACION DE LA CULTURA Y LA BELLEZA EN EL MUNDO

A. Desarrollo de habilidades para una efectiva expresión de ideas y apreciación cultural (bellas artes).
B. Cultivar una apreciación por lo bello en todas sus formas.
C. Desarrollo de una expresión creativa propia, a través de varios medios: (arte, música, escritura, etc.).
D. Desarrollo de talentos especiales en música, arte, literatura, y lenguas extranjeras.

CONSEGUIR LA INFORMACIÓN NECESARIA PARA PODER SELECCIONAR TRABAJOS

A. Promover una comprensión y dirección de sí mismo, en relación con los intereses de ocupación del estudiante.
B. Desarrollo de una habilidad para el uso de los servicios de información y consejo relacionados con la selección de un empleo.
C. Desarrollo de un conocimiento de información específica acerca de una vocación en particular.

DESARROLLO DE UN ORGULLO EN EL TRABAJO, LO MISMO QUE EL SENTIMIENTO DE SUS PROPIOS MÉRITOS

A. Desarrollo en el estudiante, de un sentimiento de orgullo por sus lorgos y progresos.
B. Desarrollo de una comprensión de sí mismo y de sú propia conciencia.
C. Desarrollo en el estudiante los sentimientos de su propio y positivo valor, seguridad y confianza en sí mismo.

DESARROLLO DE UNA BUENA PERSONALIDAD Y RESPETO POR SI MISMO

A. Desarrollo de una responsabilidad moral, así como un buen juicio ético y una conducta moral.
B. Desarrollar la capacidad del estudiante, a una disciplina constructiva hacia el trabajo, estudio y juego.
C. Desarrollo de una moral y de un sentido ético de los valores, metas y el proceso de una sociedad libre.
D. Desarrollo de un modelo de caracter personal e ideas.

OBTENER UNA EDUCACIÓN GENERAL

A. Desarrollo de un conocimiento y de un entrenamiento en el uso de los números, ciencias naturales, matemáticas, y ciencias sociales.
B. Desarrollo de un sentido de información y conceptos.
C. Desarrollo especial de intereses y habilidades.

APRENDER A SER UN BUEN CIUDADANO

A. Desarrollo de una conciencia de responsabilidades y derechos cívicos.
B. Desarrollo de las actitudes de ser un ciudadano productivo en una democracia.
C. Desarrollo de una actitud de respeto por la propiedad pública y person
D. Desarrollo de una comprensión de las obligaciones y responsabilidades de ciudadano.

APRENDER COMO RESPETAR Y LLEVARSE BIEN CON GENTE QUE PIENSA, ACTÚA Y VISTE DIFERENTE

A. Desarrollo de una apreciación y una comprensión de otra gente y otras culturas.
B. Desarrollo de la comprensión política, económica y social del resto del mundo.
C. Desarrollo de una conciencia de independencia entre las razas, credos naciones y culturas.
D. Desarrollo de una conciencia de los procesos de relaciones en grupo.

APRENDER Y TRATAR DE ENTENDER LOS CAMBIOS QUE OCURREN EN EL MUNDO

A. Desarrollo de la habilidad de ajustarse a los cambios y demandas de la sociedad.
B. Desarrollo de una conciencia y de una habilidad para ajustarse a los problemas de un mundo en continuo cambio.
C. Desarrollo de una comprensión del pasado, una identificación con el presente y la habilidad de afrontar el futuro.

DESARROLLO DE HABILIDADES EN: LECTURA, ESCRITURA, ORATORIA Y SABER ESCUCHAR

A. Desarrollo de una habilidad de comunicar ideas y sentimientos eficientemente.
B. Desarrollar la habilidad de hablar y escribir el Inglés.

COMPRENDER Y PRACTICAR IDEALES E IDEAS DEMOCRÁTICAS

A. Desarrollo de una lealtad hacia los ideales democráticos de América.
B. Desarrollo del patriotismo y lealtad hacia las ideas democráticas.
C. Desarrollo del conocimiento y apreciación de los derechos y privilegios de nuestra democracia.
D. Desarrollo de una comprensión de nuestra herencia americana.

APRENDER CÓMO EXAMINAR Y USAR INFORMACIÓN

A. Desarrollo de una habilidad en saber examinar constructivamente y creativamente.
B. Desarrollo de una habilidad en el uso de métodos científicos.
C. Habilidad del desarrollo de razonamiento.
D. Destreza y desarrollo de pensar y proceder lógicamente.

COMPRENDER Y PRACTICAR LAS DESTREZAS DE UNA VIDA FAMILIAR

A. Desarrollo de una comprensión y apreciación de los principios de vivir en el grupo familiar.
B. Desarrollo de actitudes hacia la aceptación de responsabilidades como miembros de familia.
C. Desarrollo de una conciencia de las responsabilidades futuras de la familia y logro de destrezas para prepararlos aceptar dichas responsabilidades.

APRENDER A RESPETAR Y LLEVARSE BIEN CON PERSONAS CON LAS QUE TRABAJAMOS Y VIVIMOS

A. Desarrollo de una apreciación y respeto por el valor y dignidad del individuo.
B. Desarrollo del respeto por el valor del individuo. Una comprensión de la minoria de opiniones y una aceptacion de la mayoria de dicisiones.
C. Desarrollo de una actitud cooperativa, hacia la vida y trabajo con otros

DESARROLLO DE HABILIDADES PARA ENTRAR EN CAMPOS DE TRABAJO ESPECÍFICOS

A. Desarrollo de habilidades y destrezas necesarias para un trabajo inmediato.
B. Desarrollar una conciencia de oportunidades y requisitos relacionados con un campo de trabajo en específico.
C. Desarrollar una apreciación de una buena mano de obra.

IC

GOALS	1	2	3	4	5
AIN INFORMATION NEEDED TO MAKE JOB SELECTIONS . Promote self-understanding and self-direction in relation to student's occupational interests. . Develop the ability to use information and counseling services related to the selection of a job. . Develop a knowledge of specific information about a particular vocation.					
EVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH . Develop a feeling of student pride in his achievements and progress. . Develop self-understanding and self-awareness. . Develop the student's feeling of positive self-worth, security, and self-assurance.					
EVELOP GOOD CHARACTER AND SELF-RESPECT . Develop moral responsibility and a sound ethical and moral behavior. . Develop the student's capacity to discipline himself to work, study, and play constructively. . Develop a moral and ethical sense of values, goals, and processes of free society. . Develop standards of personal character and ideas.					
AIN A GENERAL EDUCATION . Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences. . Develop a fund of information and concepts. . Develop special interests and abilities.					
EARN HOW TO BE A GOOD CITIZEN . Develop an awareness of civic rights and responsibilities. . Develop attitudes for productive citizenship in a democracy. . Develop an attitude of respect for personal and public property. . Develop an understanding of the obligations and responsibilities of citizenship.					
EARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO HINK, DRESS AND ACT DIFFERENTLY . Develop an appreciation for and an understanding of other people and other cultures. . Develop an understanding of political, economic, and social patterns of the rest of the world. . Develop awareness of the interdependence of races, creeds, nations and cultures. . Develop an awareness of the processes of group relationships.					
EARN ABOUT AND TRY TO UNDERSTAND THE CHANGES HAT TAKE PLACE IN THE WORLD . Develop ability to adjust to the changing demands of society. . Develop an awareness and the ability to adjust to a changing world and its problems. . Develop understanding of the past, identify with the present, and the ability to meet the future.					
EVELOP SKILLS IN READING, WRITING, SPEAKING AND LISTENING . Develop ability to communicate ideas and feelings effectively. . Develop skills in oral and written English.					
NDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS . Develop loyalty to American democratic ideals. . Develop patriotism and loyalty to ideas of democracy. . Develop knowledge and appreciation of the rights and privileges in our democracy. . Develop an understanding of our American heritage.					

Not now in any rank order
Read similar or sub-goals carefully

3. Transfer your score to the "Individual Goal Rating Sheet"

GOALS	1	2	3	4	5
LEARN HOW TO EXAMINE AND USE INFORMATION A. Develop ability to examine constructively and creatively. B. Develop ability to use scientific methods. C. Develop reasoning abilities. D. Develop skills to think and proceed logically.					
UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING A. Develop understanding and appreciation of the principles of living in the family group. B. Develop attitudes leading to acceptance of responsibilities as family members. C. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.					
LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE A. Develop appreciation and respect for the worth and dignity of individuals. B. Develop respect for individual worth and understanding of minority opinions and acceptance of majority decisions. C. Develop a cooperative attitude toward living and working with others.					
DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK A. Develop abilities and skills needed for immediate employment. B. Develop an awareness of opportunities and requirements related to a specific field of work. C. Develop an appreciation of good workmanship.					
LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES A. Develop an understanding of economic principles and responsibilities B. Develop ability and understanding in personal buying, selling and investment. C. Develop skills in management of natural and human resources and man's environment.					
DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE A. Develop intellectual curiosity and eagerness for lifelong learning. B. Develop a positive attitude toward learning. C. Develop a positive attitude toward continuing independent education.					
LEARN HOW TO USE LEISURE TIME A. Develop ability to use leisure time productively. B. Develop a positive attitude toward participation in a range of leisure time activities—physical, intellectual and creative. C. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.					
PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY A. Establish an effective individual physical fitness program. B. Develop an understanding of good physical health and well being. C. Establish sound personal health habits and information. D. Develop a concern for public health and safety.					
APPRECIATE CULTURE AND BEAUTY IN THE WORLD A. Develop abilities for effective expression of ideas and cultural appreciation (fine arts). B. Cultivate appreciation for beauty in various forms. C. Develop creative self-expression through various media (art, music, writing, etc.). D. Develop special talents in music, art, literature and foreign languages.					

Not now in any rank order

Read similar or sub-goals carefully

3. Transfer your score to the "Individual Goal Rating Sheet"

ID

GOALS	1	2	3	4	5
FORM TO BE USED IF SEPARATE GOALS ARE DEVELOPED					

IE

INDIVIDUAL GOAL RATING SHEET

Instructions: Place the total number of points (red discs) you gave to each of the goals on your display board in the blank space found next to each of the goals on this page.

Goals	My Individual Score for Each Goal	(Optional) Our Small Group Score
LEARN HOW TO BE A GOOD CITIZEN		
LEARN HOW TO RESPECT AND GET ALONG WITH PEOPLE WHO THINK, DRESS AND ACT DIFFERENTLY		
LEARN ABOUT AND TRY TO UNDERSTAND THE CHANGES THAT TAKE PLACE IN THE WORLD		
DEVELOP SKILLS IN READING, WRITING, SPEAKING, AND LISTENING		
UNDERSTAND AND PRACTICE DEMOCRATIC IDEAS AND IDEALS		
LEARN HOW TO EXAMINE AND USE INFORMATION		
UNDERSTAND AND PRACTICE THE SKILLS OF FAMILY LIVING		
LEARN TO RESPECT AND GET ALONG WITH PEOPLE WITH WHOM WE WORK AND LIVE		
DEVELOP SKILLS TO ENTER A SPECIFIC FIELD OF WORK		
LEARN HOW TO BE A GOOD MANAGER OF MONEY, PROPERTY AND RESOURCES		
DEVELOP A DESIRE FOR LEARNING NOW AND IN THE FUTURE		
LEARN HOW TO USE LEISURE TIME		
PRACTICE AND UNDERSTAND THE IDEAS OF HEALTH AND SAFETY		
APPRECIATE CULTURE AND BEAUTY IN THE WORLD		
GAIN INFORMATION NEEDED TO MAKE JOB SELECTIONS		
DEVELOP PRIDE IN WORK AND A FEELING OF SELF-WORTH		
DEVELOP GOOD CHARACTER AND SELF-RESPECT		
GAIN A GENERAL EDUCATION		
_____		

DIRECTIONS FOR INDIVIDUAL MEMBERS OF THE

REPRESENTATIVE COMMUNITY COMMITTEE

Directions:*

1. Make sure your materials include the following items:

   (a) Display Board; (b) Eighteen (18) cards containing goal statements; (c) A set of fifty (50) red colored discs

2. Note: Punch out 45 of the red discs contained on the card (leave five (5) discs on card).

3. Read each of the green Goal Statement Cards. As you examine each Goal Statement carefully, read the similar goals associated with it. The similar goals listed under each of the Goal Statements are important for understanding the Goal Statement. As you read each card, ask yourself . . .

   HOW IMPORTANT IS THIS EDUCATIONAL GOAL FOR OUR SCHOOL SYSTEM?

4. Separate each goal statement card from the sheet and place on the Display Board in the space in the column labeled "Goal Statement." The order in which you place the cards on the board is not important. There is one space for each card.

5. Place a red colored disc in the column labeled #1 beside each of the 18 goal statements. Each disc has a value of 1 point.

6. Reread the goal statements. For those goals you believe to be more important, place another red disc beside each in the column labeled #2.

7. Read the goal statements that have two (2) red discs beside them. For those goals you believe to be much more important than others, place a red disc beside them in the column labeled #3.

8. Read the goal statements that have three (3) red discs beside them. For those goals you believe to be much more important than others, place a red disc beside them in the column labeled #4.

   Have you used all of your red discs?
   If not, continue on to direction #9.
   If yes, see direction #10.

9. Read the goal statements which have four (4) red discs beside them. For those goals you believe to be of extreme importance, place a red disc beside them in the column labeled #5.

10. Review your Display Board and keep in mind the following:

    a. All 45 red discs must be used (each disc has a value of 1 point).

    b. At least one goal statement must have five (5) red discs (5 points) beside it.

    c. A maximum of five (5) red discs (5 points) is allowed for any one goal statement.

    d. It is not necessary for a goal statement to have a red disc beside it.

    e. In the event you wish to rearrange your display board, you may add or remove red discs (points) from the goal statements (remembering that discs must always be in horizontal sequence with no spaces between discs).

11. Transfer the total number of points for each goal to the goal summary sheet. IT IS IMPORTANT TO NOTE THAT THE GOAL STATEMENTS FOUND ON YOUR INDIVIDUAL GOAL SUMMARY SHEET ARE IN RANDOM ORDER AND WILL NOT MATCH THE ORDER IN WHICH YOU PLACED YOUR GOALS.

12. During the next few minutes you will be given a card assigning you to a small group (4 persons). After refreshments, you will be working with your group in arriving at a consensus on a single display board.

13. Leave your display board at your position. Take the direction sheets to your small group meeting.

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*Those Committee members who have developed goals in addition to the original 18 goals must inform the program moderator at the beginning of the meeting for additional directions.

IF

INDIVIDUAL GOAL RATING SHEET

Instructions: Place the total number of points (red discs) you gave to each of the goals on your display board in the blank space found next to each of the goals on this page.

My Individual Score for Each Goal	(Optional) Our Small Group Score
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

REMEMBER YOU WILL NEED THIS SHEET FOR YOUR SMALL GROUP MEETING!

DIRECTIONS FOR SMALL GROUP

Round 1

MATHEMATICAL SUMMARY SHEET FOR GROUP.....
Group Number of people

Small Group: The group should have one (1) display board, eighteen (18) goal statements, a set of red discs, and a mathematical summary sheet **with several** attached pages.

a. There are four (4) Committee Members assigned to each group.
b. Each group will select a group leader.
c. The primary task for each group is to attempt to reach a "consensus score" for each goal statement.
d. The small group meetings will have two "rounds."

Round 1: The major task of this round is to obtain a mathematical average for each of the goal statements.

Directions:

1. Read the first goal statement under the column headed Goal Statements.

2. Have each member of your group read aloud his score for that particular goal. Read your score last.

3. Add all the scores for each goal.

4. Consult your "Chart of Averages". Record the averages. For example, if the four scores were 4, 3, 2 and 4, the total would be 13; consulting your Chart of Averages you see that the average score for 13 is 3.25. Place average score in the box.

Avg.
3.25

5. Repeat 1 through 4 for each goal statement.

Use Space Below To Add Scores

- - - -

SMALL GROUP MATHEMATICAL AVERAGES

GOAL STATEMENTS		GOAL STATEMENTS	
Learn how to be a good citizen	Avg.	Learn how to be a good manager of money, property and resources	Avg.
Learn how to respect and get along with people who think, dress and act differently	Avg.	Develop a desire for learning now and in the future	Avg.
Learn about and try to understand the changes that take place in the world	Avg.	Learn how to use leisure time	Avg.
Develop skills in reading, writing, speaking, and listening	Avg.	Practice and understand the ideas of health and safety	Avg.
Understand and practice democratic ideas and ideals	Avg.	Appreciate culture and beauty in the world	Avg.
Learn how to examine and use information	Avg.	Gain information needed to make job selections	Avg.
Understand and practice the skills of family living	Avg.	Develop pride in work and a feeling of self-worth	Avg.
Learn to respect and get along with people with whom you work and live	Avg.	Develop good character and self-respect	Avg.
Develop skills to enter a specific field of work	Avg.	Gain a general education	Avg.
	Avg.		Avg.

CHART OF AVERAGES

If the total group score is	.....The average group score is..... (GROUP OF FOUR)	(GROUP OF THREE)	(GROUP OF FIVE)
1	.25	.33	.20
2	.50	.67	.40
3	.75	1.00	.60
4	1.00	1.33	.80
5	1.25	1.67	1.00
6	1.50	2.00	1.20
7	1.75	2.33	1.40
8	2.00	2.67	1.60
9	2.25	3.00	1.80
10	2.50	3.33	2.00
11	2.75	3.67	2.20
12	3.00	4.00	2.40
13	3.25	4.33	2.60
14	3.50	4.67	2.80
15	3.75	5.00	3.00
16	4.00		3.20
17	4.25		3.40
18	4.50		3.60
19	4.75		3.80
20	5.00		4.00
21			4.20
22			4.40
23			4.60
24			4.80
25			5.00

IH

DIRECTIONS FOR SMALL GROUP

Round 1

MATHEMATICAL SUMMARY SHEET FOR GROUP.....
Group Number of people

Small Group: The group should have one (1) display board, eighteen (18) goal statements, a set of red discs, and a mathematical summary sheet with several attached pages.

a. There are four (4) Committee Members assigned to each group.
b. Each group will select a group leader.
c. The primary task for each group is to attempt to reach a "consensus score" for each goal statement.
d. The small group meetings will have two "rounds."

Round 1: The major task of this round is to obtain a mathematical average for each of the goal statements.

Directions:

1. Read the first goal statement under the column headed Goal Statements.

2. Have each member of your group read aloud his score for that particular goal. Read your score last.

3. Add all the scores for each goal.

4. Consult your "Chart of Averages". Record the averages. For example, if the four scores were 4, 3, 2 and 4, the total would be 13; consulting your Chart of Averages you see that the average score for 13 is 3.25. Place average score in the box.

Avg.
3.25

5. Repeat 1 through 4 for each goal statement.

Use Space Below To Add Scores

Phi Delta Kappa, Inc., P. O. Box 789, Bloomington, Indiana 47401 EG Form 12

H

SMALL GROUP MATHEMATICAL AVERAGES

Goal Statements	Avg.	Goal Statements	Avg.

CHART OF AVERAGES

If the total group score is	.....The average group score is..... (GROUP OF FOUR)	(GROUP OF THREE)	(GROUP OF FIVE)
1	.25	.33	.20
2	.50	.67	.40
3	.75	1.00	.60
4	1.00	1.33	.80
5	1.25	1.67	1.00
6	1.50	2.00	1.20
7	1.75	2.33	1.40
8	2.00	2.67	1.60
9	2.25	3.00	1.80
10	2.50	3.33	2.00
11	2.75	3.67	2.20
12	3.00	4.00	2.40
13	3.25	4.33	2.60
14	3.50	4.67	2.80
15	3.75	5.00	3.00
16	4.00		3.20
17	4.25		3.40
18	4.50		3.60
19	4.75		3.80
20	5.00		4.00
21			4.20
22			4.40
23			4.60
24			4.80
25			5.00

II

SMALL GROUP RATING SHEET

Goals	Score
Learn how to be a good citizen	_____
Learn how to respect and get along with people who think, dress and act differently	_____
Learn about and try to understand the changes that take place in the world	_____
Develop skills in reading, writing, speaking, and listening	_____
Understand and practice democratic ideas and ideals	_____
Learn how to examine and use information	_____
Understand and practice the skills of family living	_____
Learn to respect and get along with people with whom we work and live	_____
Develop skills to enter a specific field of work	_____
Learn how to be a good manager of money, property and resources	_____
Develop a desire for learning now and in the future	_____
Learn how to use leisure time	_____
Practice and understand the ideas of health and safety	_____
Appreciate culture and beauty of the world	_____
Gain information needed to make job selections	_____
Develop pride in work and a feeling of self-worth	_____
Develop good character and self-respect	_____
Gain a general education	_____
_____	_____
_____	_____
_____	_____

REMEMBER THIS SHEET SHOULD BE HANDED IN BY THE GROUP LEADER

II

DIRECTIONS FOR SMALL GROUP

Round 2

Directions:

1. A group consensus Display Board is used for this round.

2. Using the Mathematical Summary Sheet as an initial guide and the group consensus Display Board, the group arrives at a consensus score for each goal.

   a. A consensus score is reached when 3 of the 4 members of a group agree upon a score. (or 2 out of 3, 3 out of 5)

   b. If a consensus score cannot be reached, the row next to the goal statement is left blank and the next goal statement is discussed.

   c. It is possible. . .

      1) that all of the red discs (points) will be used before the group has ranked all of the eighteen goals;

         In this case the group will have to read through the goal statements and make consensus adjustments as required (as you did as individuals).

      2) that all of the red discs (points) will not be used in the initial group ranking process; in this case the group will have to read through the goal statements and make consensus adjustments because all red discs (points) must be used.

      3) that a final consensus cannot be reached on one or more goals. If this should occur the number of red discs given to each group will be reduced by a certain number. This reduction in the number of red discs is made in order to guarantee that no group will have a mathematical advantage over the other groups. (Please see the monitor if this occurs.)

3. The group leader completes a Small Group Rating Sheet on the following page and notifies the monitor the group has completed its task.

IJ

SMALL GROUP RATING SHEET

Goals	Score

REMEMBER THIS SHEET SHOULD BE HANDED IN BY THE GROUP LEADER

Ik

COMMUNITY PRIORITY RANKING OF GOALS

Goals	Average Score	Rank Order
Learn how to be a good citizen		
Learn how to respect and get along with people who think, dress and act differently		
Learn about and try to understand the changes that take place in the world		
Develop skills in reading, writing, speaking, and listening		
Understand and practice democratic ideas and ideals		
Learn how to examine and use information		
Understand and practice the skills of family living		
Learn to respect and get along with people with whom we work and live		
Develop skills to enter a specific field of work		
Learn how to be a good manager of money, property and resources		
Develop a desire for learning now and in the future		
Learn how to use leisure time		
Practice and understand the ideas of health and safety		
Appreciate culture and beauty in the world		
Gain information needed to make job selections		
Develop pride in work and a feeling of self-worth		
Develop good character and self-respect		
Gain a general education		
_____		
_____		
_____		

Delta Kappa, Inc., P. O. Box 789, Bloomington, Indiana 47401 **EG Form 10**

IL

COMMUNITY PRIORITY RANKING OF GOALS

Goals	Average Score	Rank Order

JM

GOALS AND OBJECTIVES

TOTAL SUMMARY SHEET

GOALS	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Tot.	Avg.	Rank.	S^2*
Learn how to be a good citizen																			
Learn how to respect and get along with people who think, dress and act differently																			
Learn about and try to understand the changes that take place in the world																			
Develop skills in reading, writing, speaking, and listening																			
Understand and practice democratic ideas and ideals																			
Learn how to examine and use information																			
Understand and practice the skills of family living																			
Learn to respect and get along with people with whom we work and live																			
Develop skills to enter a specific field of work																			
Learn how to be a good manager of money, property and resources																			
Develop a desire for learning now and in the future																			
Learn how to use leisure time																			
Practice and understand the ideas of health and safety																			
Appreciate culture and beauty in the world																			
Gain information needed to make job selections																			
Develop pride in work and a feeling of self-worth																			
Develop good character and self-respect																			
Gain a general education																			

*S^2 equals Estimate of Population Variance

Phi Delta Kappa, Inc., P. O. Box 789, Bloomington, Indiana 47401 EG Form 14

GOALS AND OBJECTIVES

TOTAL SUMMARY SHEET

IN

GOALS	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Tot.	Avg.	Rank.	S^2.

SECTION II: PROCESS FOR DETERMINING SCHOOL ENROLLMENT

In order to determine the number of students the new high school will enroll, a census of potential high school population must be taken. In large communities, such projections are made by considering birth and death rates, movement in and out of a community and current enrollment. In communities where the population is small (e.g., under 500) a more practical approach can be used.

It is this method which is listed below:

A. Projected Enrollment for Next School Year

1. _____ Count the number of people in the community who now range in age from 14 through 17. Enter that number on the line at the left.

2. _____ Estimate the number of people in the community age 18 or older who are likely to enroll in daytime classes at a community high school during the regular program. Enter that number on the line at the left.

3. [ ] Add line 1 and line 2 for a total. Enter that number in the box at the left.
This gives the maximum projected enrollment for the next school year.

B. Projected Enrollment for Five Years Hence

1. _____ Count the number of students currently enrolled in elementary school in grades 4 through 7. Enter that number on the line at the left.

2. _____ Estimate the number of people in the community who, five years from now, would be likely to enroll in daytime classes at a community high school during the regular program. Enter that number on the line at the left.

3. _____ If known community population increase or decrease is to take place during the next five years, estimate the percentage of increase or decrease and multiply that percentage amount times the number in box A-3 above. Enter this amount on the line to the left (if a decrease is anticipated, place a minus sign in front of the entered number).

4. [ ] Add line 1 and 2 and add or subtract the number on line B-3 for a total. Enter that number in the box at the left.

[ ] Enter next year's projected enrollment from line A-3.

[ ] Enter enrollment projected for five years from next year from line B-4.

Enter these two numbers on the Information Summary Document 2-A where indicated.

SECTION III: PROCESS FOR INVENTORY OF RESOURCES

A. What are school-community resources?

School-community resources refer to those people, places, and things which may be a part of, or in some way assist, a school educational program. People resources, either individuals or groups of people in organizations, may provide a labor force as well as sharing of ideas.

B. Why list school-community resources?

In order to develop educational specifications for a school building which will reflect the proposed educational program, a community must know what is required to deliver that program. A first step is to identify what is already available in the community that could potentially be used by a school to accomplish, or add to, its programs.

In this project, existing community resources will be a deciding factor in assisting a secondary school to provide an appropriate education for its youth.

A craftsman's building space, a mechanic's tool shop, or a general goods store can each play an important role with the school. The process presented here will help to insure that all resources will be considered.

C. Who can list the resources?

Using the forms provided, any one person who is knowledgeable about the total community may identify the existence of people, places, and things. However, it may take several more people to accomplish the next step, which is to identify each specific resource person or item.

A minimum of four people is suggested for this task, one for each resource category (citizens, buildings, organizations and material).

It may be the decision of the Community School Committee to involve all members in the initial step as well.

As a suggestion, the four members could be represented as follows: (all members should be residents of the community)

(a) a teacher

(b) a community leader

(c) a tradesman, craftsman, or businessman

(d) a parent of school age children

D. How can community resources be identified?

In the past, educational institutions have made limited use of community resources. To overlook resources in a small community may restrict program options available to students. For this reason it is strongly recommended that the community members not omit resources that may seem obvious. A complete listing will also help to identify better what will be needed to provide for future programs.

STEP I: The First Committee Meeting; Tasks

1. Emphasize the goal: i.e., identify available community resources that may supplement or assist secondary public school education within the community.

2. Review the summary forms III A-1 (citizen resources), III A-2 (building resources), III A-3 (organizational resources), and III A-4 (material resources). The headings listed at the left side of the page under "Areas of Opportunity" may not be complete or not appropriate for your use. If that is so--alter the topics or add to them as necessary. Similarly, the topics across the top of each of the four pages may be altered or supplemented.

3. Review the corresponding worksheets to parallel headings on the summary forms. Citizen resource worksheet is III B-1, building resource worksheet III B-2, organizational resource worksheet III B-3, and material resource worksheet III B-4.

STEP II: Second Committee Meeting; Tasks

1. As a committee, agree on the availability of your resources for each of the four areas using forms A-1 to A-4. At this step, it is suggested that specific people, places, or things need not be listed. Use the "A" forms only to get an overall picture of the general availability (or lack) of resources. Place a check mark (✓) in each square that the committee can identify as a resource in the community.

2. Assign one resource area to each committee member, with the understanding that it is his or her task to identify the specific people by name, the specific buildings (with floor space and/or description), the specific organizations, or the specific material (equipment).

3. Provide each member with a copy of the appropriate completed summary form and blank copies of the matching worksheet. It may be best to provide a separate worksheet for each "area of opportunity."

STEP III: Resource Cataloguing

Using the appropriate worksheet (B-1 to B-4), each committee member, by direct contact with the citizens, and people responsible for buildings and/or equipment, will name each resource. It is important to list all resources, but do not attempt to list items or people that will definitely not be available.

STEP IV: Third Committee Meeting; Tasks

1. Review and discuss the information returned. Were all areas covered? Are some resources in doubt?

2. Prepare the resource worksheets for a final report which will be presented to the school district as information for the development of the school building educational specifications.

3. Enter facilities information in Information Summary Document 1, Column IV.

CITIZEN RESOURCE AVAILABILITY

Area of Opportunity	Types of Assistance: Planning	Establishing	Supervision	Instruction	Evaluation	Other		
1. School Goals								
2. Building Educational Specifications								
3. Program Objectives								
4. Vocational Experience - Crafts - Trades - Professions - Services								
5. Learning Resource Center								
6. Cafeteria								
7. Clerical Duties								
8. Building Maintenance								
9. Other								

*Place a check mark (✓) in each square that the committee can identify as a resource in the community.

BUILDING RESOURCE AVAILABILITY

Space Facilities for School Use

It is important to list all community facilities that potentially can be used by a secondary school.

Area of Opportunity	Availability of Building Space: Full Time	Most of the Time	Half of the Time	Less than Half of the Time	Not Available at Present
A. Existing School Buildings					
* Classrooms (No. ____)					
Library					
Gymnasium					
Cafeteria					
Vocational Shops					
Home Economics					
Science Laboratories					
Other					
B. Existing Municipal or Government Buildings					
Potential Classroom Space					
(I) Building X					
(II) Building Y					
Gymnasium					
Cafeteria					
Clinic					
Recreation Facilities 1. 2.					
Other					

*Place a check mark (✓) in each square that the committee can identify as a resource in the community.

BUILDING RESOURCE AVAILABILITY (cont.)

Area of Opportunity	Availability of Building Space: Full Time	Most of the Time	Half of the Time	Less than Half of the Time	Not Available at Present
C. Privately Owned Buildings					
* Recreation Facilities 1. Assembly Hall 2.					
Other					
D. Other (Miscellaneous)					

*Place a check mark (✓) in each square that the committee can identify as a resource in the community.

SUMMARY FORM III A-3

ORGANIZATIONAL RESOURCE AVAILABILITY

Types of Assistance

Area of Opportunity	Funding	Professional Services	Recreational Activities	Transportation	Work Experience	Supervision	Communications (outside)	Communications (inside Comm.)	Other
* A. Government Groups									
i Local									
_____Elementary School									
_____									
ii State									
_____									
_____									
iii Federal									
_____									
_____									
B. Recreational Groups									
_____									
_____									
_____									
C. Business Groups									
D. Citizen (Community) Groups									
E. Other									

* Place a check mark (✓) in each square that the committee can identify as a resource in the community.

MATERIAL RESOURCE AVAILABILITY

Types of Assistance

Area of Opportunity	Audio-Visuals	Transportation	Vocational Equip. (tools-machinery) A. Machine shop equipment	B. Metals shop equipment	C. Welding shop equipment	Recreational Equipment	Printing	Radio and/or T.V. equipment	Other
A. Government Services									
B. Recreational Groups									
C. Business Groups									
D. Citizen Groups									
E. Other									

60

* Place a check mark (✓) in each square that the committee can identify as a resource in the community.

RESOURCE WORKSHEET: BUILDING AVAILABILITY

AREA OF OPPORTUNITY: EXISTING SCHOOL BUILDINGS

	TYPE OF ASSISTANCE	NAME OF PERSON, PLACE, THING	RELATED ACTIVITY
EXAMPLE:	Less than half of the time availability	Elementary school gymnasium	1. Regulation basketball court 2. Handball courts (2) 3. Weight training room

WORKSHEET NO. III B-1

RESOURCE WORKSHEET: CITIZEN RESOURCE AVAILABILITY

AREA OF OPPORTUNITY: _____

TYPE OF ASSISTANCE	NAME OF PERSON, PLACE, THING	RELATED ACTIVITY

WORKSHEET NO. III B-2

RESOURCE WORKSHEET: BUILDING RESOURCE AVAILABILITY

AREA OF OPPORTUNITY: _____

TYPE OF ASSISTANCE	NAME OF PERSON, PLACE, THING	RELATED ACTIVITY

WORKSHEET NO. III B-3

RESOURCE WORKSHEET: ORGANIZATIONAL RESOURCE AVAILABILITY

AREA OF OPPORTUNITY: _____

TYPE OF ASSISTANCE	NAME OF PERSON, PLACE, THING	RELATED ACTIVITY

WORKSHEET NO. III B-4

RESOURCE WORKSHEET: MATERIAL RESOURCE AVAILABILITY

AREA OF OPPORTUNITY: _____

TYPE OF ASSISTANCE	NAME OF PERSON, PLACE, THING	RELATED ACTIVITY

SECTION IV: PROCESS FOR IDENTIFYING AND PRIORITIZING EDUCATIONAL NEEDS

1. The goals of this process are to allow a maximum amount of district and community participation in determining the kinds of courses desired in a community's new high school. In addition, the ranking system will determine how important each course is in relationship to other courses proposed by the district and community--thus prioritizing the needs and separating them from the "wishes" of each community. Finally, using the above ranking system along with the goals established by the community will establish the priority that the community places upon each field of study, thereby allowing a district to plan courses of study and to determine which fields of study the district believes to have more value (than other fields.)

2. Process I.

   A. Before Community Meeting:

      1. Add the current state and district required courses of study to the proper category list. (Forms IV-A, B, C, D, E)
      2. Print enough category lists so that each community group will have one of each category.
      3. Print enough curriculum content lists (Form IV) so each community group will have one of each.
      4. Assemble both lists into packets by category. (Packet includes: 1 each of Forms IV, IV-A, B, C, D, E)

   B. At Community Meeting:

      1. Ask the group to divide themselves into 4 or 5 member subgroups and to appoint a recorder.
      2. Describe the task to be accomplished. "To list all of the courses you (the community) believe should be offered in X high school."

3. Distribute among the groups one (1) of each of the lists from each category. (Forms IV, IV-A, B, C, D, E)
4. As each list is distributed, describe the characteristics of the overall category.
5. Ask the community members to add courses desired to the appropriate list.
6. It is recommended that sub-groups attempt to concentrate upon one category at a time.
7. Instruct the community members to add courses as they are presented without forming value judgments at this time. All courses proposed are to be added to the appropriate list.
8. When completed, gather all lists.
9. The meeting is concluded.

C. After the Community Meeting:

1. Transcribe and consolidate all suggested course titles onto Forms IV-F, G, H, I, J by category. It may be necessary to assign certain course titles to a different category form than proposed by the community. Do so in accordance with the descriptions of the category provided.
2. Prepare enough category forms (Forms IV-F, G, H, I, J) so that each member of the community at the second meeting will have one copy of each category form.
3. Sort out "tokens" so that the number of tokens is equal to 2.5 times the number of items on each form.
4. Prepare enough Small Group Rating Sheets (Forms IV-K, L, M, N, O) so that there are enough copies for one (1) of each category for each group of four people.

5. Prepare for second community meeting.

3. Process II.

A. At Community Meeting Number Two:

1. Distribute Category I forms (Form IV-F) with the requisite number of tokens. Each person is provided with one form.
2. Explain the purpose of the meeting.
   "To determine which courses of study suggested at the last meeting are more important to this community."
3. Ask community members individually using the previously used goal setting process to rank Category I titles.
4. Direct community members to move into groups of four, to select a recorder and to form group consensus as to priorities of course titles within Category I.
5. The group recorder, using the goal setting process arrives at a group score for each of the titles included within the category. (These are recorded onto Form IV-K)
6. Collect group consensus forms. (Form IV-K) for Category I.
7. Repeat process steps 3, 4, 5, and 6 with remaining categories (a second meeting may be necessary to complete Process II).
8. Meeting concludes after all five forms (Forms IV-K, L, M, N, O) are completed or another meeting is called to complete the five categories.

B. After Community Meeting:

1. Tally the community consensus forms to determine the community's beliefs regarding priorities of course titles within each

category, e.g., use the Total Summary Sheet for this tally.

(Forms IV-P, Q, R, S, T)

Suggested Priority Rating Scale:

5 = imperative - highest priority

4 = strongly needed - high priority

3 = needed

2 = could be done without

1 = should not be considered (omit)

0 - unimportant (omit)

4. Product

A. You have now determined the courses of study preferred for the community.

B. You have also determined which courses have priority over other courses within a category.

C. Using this information in conjunction with the previously completed community goals will allow the school district to state which study categories should have priority in accordance with district preferences as well as which courses are preferred.

D. This data is now entered into the Information Summary Document 1-Column II.

Category Definitions

I. ACADEMIC STUDIES SPACE: Those courses of study which are typically in the realm of academic skills and knowledge and which can be taught in classroom space without unusual or special design factors:

This category would contain:

Language arts, math, social studies, etc.

II. LABORATORY SCIENCE SPACE:

Those courses of study which are typically in the realm of academic skills and knowledge, but should be taught in classroom space which has special design consideration.

This category would contain:

All sciences

III. PHYSICAL EDUCATION/HEALTH SPACE:

Those courses of study marked by physical activity where specialized space could be required.

This category would contain:

Outdoor recreation, indoor recreation, physical education instruction, etc.

IV. VOCATIONAL EDUCATION SPACE:

Those courses of study which typically need specialized equipment, soundproofing and relatively large areas of space for purpose of learning vocational or trade skills.

This category would contain:

Business, small engine repair, machine shop, electrical/electronics shop, home economics, boat building, net repairing, etc.

V. OTHER ELECTIVES:

Those courses of study which are not necessarily either academic or vocational but serve to enhance personal awareness or appreciation. Specialized

V. OTHER ELECTIVES: (CON'T.)

classroom space may or may not be necessary.

Any courses which do not lend themselves to any other categories.

This category could include:

Music, drama, crafts, some art courses, work/study experiences, driver training, etc.

FORM IV

CURRICULUM CONTENT LIST

List of Some Possible Courses of Study for Academic Space (Category I)

Anthropology
American Studies
Civics
Consumer Education
Creative Writing
Economics
English Composition
Literature
Foreign Languages
- French
- General
- German
- Spanish
- Latin
- Russian
Geography
Alaskan History
U. S. History
World History
Journalism
Mathematics
- Algebra
- Arithmetic
- Business
- Calculus
- Geometry
- Trigonometry
Penmanship
Reading
Speech
Spelling
Writing

List of Some Possible Courses of Study for Laboratory Science (Category II)

Civil Defense
Conservation
Orienteering
Outdoor Survival
Sciences
- Biology
- Botany
- Chemistry
- General
- Physics
- Zoology

List of Some Possible Courses of Study for Physical Education/Health (Category III)

Health
- Personal
- Family
- Community
Physical Fitness
Safety Education
Sports
- Individual, Indoor
- Team, Indoor
- Individual, Outdoor
- Team, Outdoor

List of Some Possible Courses of Study for Vocational Education (Category IV)

Business
- Accounting
- Briefhand
- Office Machines
- Office Practice
- Shorthand
- Typing

Drafting
- Architectural
- General

Home Economics
- Food
- Sewing
- Tailoring
- Family Life

Marketing
- Fur
- General

Mining

Shops
- Agriculture
- Auto
- Boat Building
- Electric
- General
- Machine
- Metal
- Net Repairing
- Plastic
- Photography
- Power Mechanics
- Wood

List of Some Possible Courses of Study for Other Electives (Category V)

Art
- Drawing
- Painting
- Sculpture

Drama

Driver Training

Music
- Appreciation
- Choral
- General

Work/Study

FORM IV-A

(I.) ACADEMIC STUDIES SPACE CATEGORY LIST

Definition: Those courses of study which are typically in the realm of academic skills and knowledge which can be taught in classroom space without unusual or special design factors.

State or District Requirements: (Fill in Titles)

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Other Course Titles Proposed:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

FORM IV-B

(II.) LABORATORY SCIENCES SPACE CATEGORY LIST

Definition: Those courses of study which are typically in the realm of academic skills and knowledge but should be taught in classroom space which has special design considerations.

State and District Requirements: (Fill in Titles)

1.

2.

3.

4.

Other Course Titles Proposed:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

FORM IV-C

(III.) PHYSICAL EDUCATION/HEALTH SPACE CATEGORY LIST

Definition: Those courses of study marked by physical activity where specialized space is required.

State and District Requirements: (Fill in Titles)

1.

2.

3.

4.

Other Course Titles Proposed:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

FORM IV-D

(IV.) VOCATIONAL EDUCATION SPACE CATEGORY LIST

Definition: Those courses of study which typically need specialized equipment, soundproofing and relatively large areas of space for purposes of learning vocation or trade skills.

State and District Requirements: (Fill in Titles)

1.

2.

3.

Other Course Titles Proposed:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

FORM IV-E

(V.) OTHER ELECTIVES CATEGORY LIST

Definition: Those courses of study which are not necessarily either academic or vocational but serve to enhance personal awareness or appreciation. Specialized classroom space may or may not be necessary. Any courses which do not lend themselves to any other categories.

State and District Requirements: (Fill in Title)

1.

2.

3.

Other Course Titles Proposed:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

CATEGORY I. ACADEMIC STUDIES

FORM IV-F

List Courses of Study by Title - Exclude Required Courses	1	2	3	4	5

CATEGORY II. LABORATORY SCIENCE

FORM IV-G

List Courses of Study by Title - Exclude Required Courses	1	2	3	4	5

CATEGORY III. PHYSICAL EDUCATION/HEALTH

FORM IV-H

List Courses of Study by Title - Exclude Required Courses	1	2	3	4	5

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CATEGORY IV. VOCATIONAL EDUCATION

FORM IV-I

List Courses of Study by Title - Exclude Required Courses	1	2	3	4	5

CATEGORY V. OTHER ELECTIVES

FORM IV-J

List Courses of Study by Title - Exclude Required Courses	1	2	3	4	5

SMALL GROUP RATING SHEET

FORM IV-K

CATEGORY I. ACADEMIC STUDIES

COURSE TITLES (LIST)	SCORE
84	

SMALL GROUP RATING SHEET

FORM IV-L

CATEGORY II. LABORATORY SCIENCE

COURSE TITLES (LIST)	SCORE

SMALL GROUP RATING SHEET

FORM IV-M

CATEGORY III. PHYSICAL EDUCATION/HEALTH

COURSE TITLES (LIST)	SCORE

SMALL GROUP RATING SHEET

FORM IV-N

CATEGORY IV. VOCATIONAL EDUCATION

COURSE TITLES (LIST)	SCORE

87

SMALL GROUP RATING SHEET

FORM IV-O

CATEGORY V. OTHER ELECTIVES

COURSE TITLES (LIST)	SCORE

TOTAL SUMMARY SHEET

FORM IV-P

CATEGORY I. ACADEMIC STUDIES

Course Titles (List)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Tot.	Avg.	Rank.

TOTAL SUMMARY SHEET

FORM IV-Q

CATEGORY II. SCIENCES

Course Titles (List)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Tot.	Avg.	Rank.

TOTAL SUMMARY SHEET

FORM IV-R

CATEGORY III. PHYSICAL EDUCATION/HEALTH

Course Titles (List)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Tot.	Avg.	Rank.

TOTAL SUMMARY SHEET

FORM IV-S

CATEGORY IV. VOCATIONAL EDUCATION

Course Titles (List)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Tot.	Avg.	Rank.

TOTAL SUMMARY SHEET

FORM IV-T

CATEGORY V. OTHER ELECTIVES

Course Titles (List)	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Tot.	Avg.	Rank.

SECTION V: SUMMARY OF INFORMATION

The purpose of this phase of the project is to assemble all of the information obtained in the preceding sections into summary form so that it can be used by district or Department of Education staff when working with other professionals, such as architects and Bureau of Public Works staff in designing and building appropriate school facilities.

Directions for completing the documents appear on each page.

Priority Goals Statements

List below, in order of community priority, those three (3) goals determined to have the

Column I
1.
2.
3.

INFORMATION SUMMARY DOCUMENT 1-A

Course of Study/Goals Relationship

List below after the appropriate goal statement in order, those course titles, both state and district required courses and those identified by the community as priority courses, which are most nearly aligned with the goal statement. Place an asterisk (*) behind the title of the course which is either district or state required.

Column II

1a		1g		
1b		1h		
1c		1i		
1d		1j		
1e		1k		
1f		1l		
2a		2g		
2b		2h		
2c		2i		
2d		2j		
2e		2k		
2f		2l		
3a		3g		
3b		3h		
3c		3i		
3d		3j		
3e		3k		
3f		3l		

Course of Study/Space Relationship

List below in Column III the kinds of space represented by the courses listed. Use the 5 space titles provided in Section IV of the process. In Column IV state whether such a facility already exists and is available in the community by using information from the community resources inventory. (Section III)

Column III Kind of Space	Column IV Facility is Already Available - Name of Facility

Priority Goal Statements

List below, in order of community priority, those three (3) goals determined to have the second highest priority.

Column I

4. _____

_____

5. _____

_____

6. _____

_____

INFORMATION SUMMARY DOCUMENT 1-B

Course of Study/Goals Relationship

List below after the appropriate goal statement in order, those course titles, both state and district required courses and those identified by the community as priority courses, which are most nearly aligned with the goal statement. Place an asterisk (*) behind the title of the course which is either district or state required.

	Column II				
4a			4g		
4b			4h		
4c			4i		
4d			4j		
4e			4k		
4f			4l		
5a			5g		
5b			5h		
5c			5i		
5d			5j		
5e			5k		
5f			5l		
6a			6g		
6b			6h		
6c			6i		
6d			6j		
6e			6k		
6f			6l		

Course of Study/Space Relationship

List below in Column III the kinds of space represented by the courses listed. Use the 5 space titles provided in Section IV of the process. In Column IV state whether such a facility already exists and is available in the community by using information from the community resources inventory. (Section III)

Column III Kind of Space	Column IV Facility is Already Available - Name of Facility

Priority Goal Statements

List below, in order of community priority, those three (3) goals determined to have the third highest priority.

Column I

7. _____

_____

8. _____

_____

9. _____

_____

INFORMATION SUMMARY DOCUMENT 1-C

Course of Study/Goals Relationship

List below after the appropriate goal statement in order, those course titles, both state and district required courses and those identified by the community as priority courses, which are most nearly aligned with the goal statement. Place an asterisk (*) behind the title of the course which is either district or state required.

	Column II				
7a		7g			
7b		7h			
7c		7i			
7d		7j			
7e		7k			
7f		7l			
8a		8g			
8b		8h			
8c		8i			
8d		8j			
8e		8k			
8f		8l			
9a		9g			
9b		9h			
9c		9i			
9d		9j			
9e		9k			
9f		9l			

Course of Study/Space Relationship

List below in Column III the kinds of space represented by the courses listed. Use the 5 space titles provided in Section IV of the process. In Column IV state whether such a facility already exists and is available in the community by using information from the community resources inventory. (Section III)

Column III Kind of Space	Column IV Facility is Already Available - Name of Facility

Priority Goal Statements

List below, in order of community priority, those three (3) goals determined to have the fourth highest priority.

Column I

10. _____

_____

11. _____

_____

12. _____

_____

INFORMATION SUMMARY DOCUMENT 1-D

Course of Study/Goals Relationship

List below after the appropriate goal statement in order, those course titles, both state and district required courses and those identified by the community as priority courses, which are most nearly aligned with the goal statement. Place an asterisk (*) behind the title of the course which is either district or state required.

Column II

10a		10g		
10b		10h		
10c		10i		
10d		10j		
10e		10k		
10f		10l		
11a		11g		
11b		11h		
11c		11i		
11d		11j		
11e		11k		
11f		11l		
12a		12g		
12b		12h		
12c		12i		
12d		12j		
12e		12k		
12f		12l		

Course of Study/Space Relationship

List below in Column III the kinds of space represented by the courses listed. Use the 5 space titles provided in Section IV of the process. In Column IV state whether such a facility already exists and is available in the community by using information from the community resources inventory. (Section III)

Column III Kind of Space	Column IV Facility is Already Available - Name of Facility

Priority Goal Statements

List below, in order of community priority, those three (3) goals determined to have the fifth highest priority.

Column I
13.
14.
15.

INFORMATION SUMMARY DOCUMENT 1-E

Course of Study/Goals Relationship

List below after the appropriate goal statement in order, those course titles, both state and district required courses and those identified by the community as priority courses, which are most nearly aligned with the goal statement. Place an asterisk (*) behind the title of the course which is either district or state required.

Column II

13a		13g		
13b		13h		
13c		13i		
13d		13j		
13e		13k		
13f		13l		
14a		14g		
14b		14h		
14c		14i		
14d		14j		
14e		14k		
14f		14l		
15a		15g		
15b		15h		
15c		15i		
15d		15j		
15e		15k		
15f		15l		

Course of Study/Space Relationship

List below in Column III the kinds of space represented by the courses listed. Use the 5 space titles provided in Section IV of the process. In Column IV state whether such a facility already exists and is available in the community by using information from the community resources inventory. (Section III)

Column III Kind of Space	Column IV Facility is Already Available - Name of Facility

Priority Goal Statements

List below, in order of community priority, those three (3) goals determined to have the sixth highest priority.

Column I
16.
17.
18.

INFORMATION SUMMARY DOCUMENT 1-F

Course of Study/Goals Relationship

List below after the appropriate goal statement in order, those course titles, both state and district required courses and those identified by the community as priority courses, which are most nearly aligned with the goal statement. Place an asterisk (*) behind the title of the course which is either district or state required.

Column II

16a
16b
16c
16d
16e
16f

16 g
16 h
16 i
16 j
16 k
16 l

17a
17b
17c
17d
17e
17f

17 g
17 h
17 i
17 j
17 k
17 l

18a
18b
18c
18d
18e
18f

18 g
18 h
18 i
18 j
18 k
18 l

Course of Study/Space Relationship

List below in Column III the kinds of space represented by the courses listed. Use the 5 space titles provided in Section IV of the process. In Column IV state whether such a facility already exists and is available in the community by using information from the community resources inventory. (Section III)

Column III Kind of Space	Column IV Facility is Already Available - Name of Facility

Priority Goal Statements

List below, in order of community priority, those three (3) goals determined to have the seventh highest priority.

Column I

19. _____

_____

20. _____

_____

21. _____

_____

INFORMATION SUMMARY DOCUMENT 1-G

Course of Study/Goals Relationship

List below after the appropriate goal statement in order, those course titles, both state and district required courses and those identified by the community as priority courses, which are most nearly aligned with the goal statement. Place an asterisk (*) behind the title of the course which is either district or state required.

Column II

19 a			19 g		
19 b			19 h		
19 c			19 i		
19 d			19 j		
19 e			19 k		
19 f			19 l		
20 a			20 g		
20 b			20 h		
20 c			20 i		
20 d			20 j		
20 e			20 k		
20 f			20 l		
21 a			21 g		
21 b			21 h		
21 c			21 i		
21 d			21 j		
21 e			21 k		
21 f			21 l		

Course of Study/Space Relationship

List below in Column III the kinds of space represented by the courses listed. Use the 5 space titles provided in Section IV of the process. In Column IV state whether such a facility already exists and is available in the community by using information from the community resources inventory. (Section III)

Column III Kind of Space	Column IV Facility is Already Available - Name of Facility

Information Summary Document 2-A

This summary page, along with the preceding summary pages, constitutes the data portion of the report. The intent of this page is to state, in brief, the educational facility needs for the community.

1. Write the number of students expected to enroll in high school next year in the box at the right (from Section II). [ ]

2. Write the number of students expected to be enrolled in the high school five years from now in the box at the right (from Section II). [ ]

3A. On the next page (2-B) list the facility spaces that are needed and are not now currently available in the community (interpreted from Columns III and IV of the information summary documents).

3B. List the required classes and the highest priority community-ranked classes in priority order to be taught in each facility space which is not now available.

INFORMATION SUMMARY DOCUMENT 2-B

3A. Facility Space	_____	_____	_____	_____	_____
3B. Classes to be Taught	1.	1.	1.	1.	1.
	2.	2.	2.	2.	2.
	3.	3.	3.	3.	3.
	4.	4.	4.	4.	4.
	5.	5.	5.	5.	5.
	6.	6.	6.	6.	6.
	7.	7.	7.	7.	7.
	8.	8.	8.	8.	8.
	9.	9.	9.	9.	9.
	10.	10.	10.	10.	10.
	11.	11.	11.	11.	11.
	12.	12.	12.	12.	12.
	13.	13.	13.	13.	13.
	14.	14.	14.	14.	14.
	15.	15.	15.	15.	15.

10

GENERAL EDUCATIONAL SPECIFICATIONS SUMMARY DOCUMENT

This document is a step-by-step outline of the total information needed in the educational program which, when given to an architect, will assist in the design and construction of school facilities.

The following information must be provided:

1. Description of the Community (include in the narrative description information about the following):
   A. Historical and cultural background
   B. Socio-economic considerations
   C. Population and enrollment trends (attach information summary document 2-A)
2. Educational Goals and Philosophy:
   A. Include the results of the educational goal setting process (Form I-N)
   B. Include district philosophy of education statement, if one is available
3. Specify the following:
   A. Anticipated grade organizational structure, e.g., 8-4, 6-3-3, 5-3-4, etc.
   B. Maximum pupil capacity in existing schools
   C. Number of existing classrooms
   D. Anticipated number of classrooms needed, maximum size of class, auxiliary facilities needed (gymnasium, library, administrative, etc.) (Attach information summary document 2-B.)
   E. The anticipated community use of facilities
   F. An anticipated list of extra-curricular activities

4. Curriculum to be Offered:

   A. Attach summary documents I-A through I-G

   B. Include a statement regarding unique programs or problems not included in 4-A (above)

   C. Include a statement about relationships of required and preferred spaces

5. Other Considerations:

   The following needs should be addressed in writing, even though they are not necessarily in the realm of educational specifications. Statements for guidance to the architect are desirable regarding:

   A. Loading facilities

   B. Storage lockers

   C. Coat racks

   D. Floor mats

   E. Display facilities

   F. Acoustical needs

   G. Colors desired

   H. Windows and light control

   I. Outdoor lighting

   J. Plumbing fixtures

   K. Hardware

   L. Shower room arrangements

   M. Custodial equipment

   N. Mechanical equipment

   O. Telephones or radio communications systems

P. Intercom

Q. Clock system

R. Electrical systems

S. General storage

T. Fire alarm system

U. Other

6. Other Information:

Attach a statement regarding specific features desired, needs not met or other information not included above.

SECTION VII: RECOMMENDED SPACE ALLOCATIONS

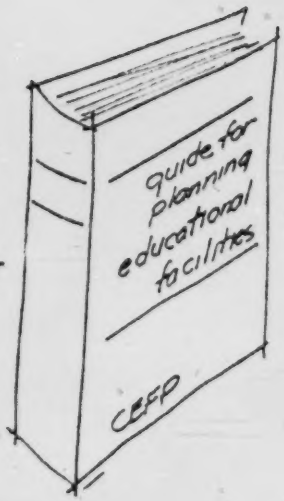
ALASKA SMALL HIGH SCHOOL PLANNING STUDY

INTRODUCTION

WHAT HAPPENS IF YOU PLAN A SMALL HIGH SCHOOL OF UNDER 100 STUDENTS - PERHAPS EVEN AS SMALL AS 10 - REMOTE BOTH IN DISTANCE AND SOCIAL STRUCTURE FROM THE MAIN STREAM OF THE NORMAL AMERICAN EDUCATIONAL SYSTEM? HOW DO YOU BRING STUDENTS IN THESE SCHOOLS THE ''REAL LIFE'' EXPERIENCES WHICH PREPARE THEM TO CONTRIBUTE TO OR, MAY BE ONLY, SURVIVE IN THE COMPLEX SOCIO-ECONOMIC STRUCTURE OF THE FUTURE? HOW DO YOU BRING TO STUDENTS IN THESE AREAS THE KNOWLEDGE BASE WITH WHICH THEY MUST WORK? HOW DO YOU BRING TO THE GIFTED THE OPPORTUNITY TO DEVELOP THEIR INDIVIDUAL TALENTS AND TO THE AVERAGE THE OPPORTUNITY TO GAIN HIS HIGHEST POTENTIAL?

THESE AS SOME OF THE QUESTIONS WHICH SURROUND THE PLANNING FOR SMALL DISTAL HIGH SCHOOLS IN ALASKA. THEY AFFECT THE TYPES OF PROGRAMS TO BE CONSIDERED, AS WELL AS THE BUILDINGS IN WHICH THESE PROGRAMS WILL OPERATE.

OUR MISSION IS TO IDENTIFY REASONABLE STANDARDS FOR THE SPACE REQUIRED FOR THESE HIGH SCHOOL FACILITIES, AND TO IDENTIFY, AT LEAST CONCEPTUALLY, HOW SUCH SPACE CAN BE UTILIZED. THROUGHOUT THE STUDY, IT HAS BEEN IMPERATIVE TO RECOGNIZE THAT OUR MISSION IS TO PROVIDE ''PLANNING CRITERIA'' NOT ''DESIGN CRITERIA'' NOR DESIGN SOLUTIONS, AND THAT IT STILL REMAINS THE RESPONSIBILITY OF THE COMMUNITY AND THEIR ARCHITECT AND CONSULTANTS TO DESIGN THAT FACILITY WHICH RECOGNIZES THE UNIQUENESS AND DISTINCTIVENESS OF EACH INDIVIDUAL COMMUNITY.



USE & SUPPLEMENT "GUIDE"

03 BASIC PLANNING DOCUMENT

UNIT C EDUCATIONAL FACILITIES SURVEY

UNIT E PROGRAM REQUIREMENTS

ASSUMPTION: IT IS ASSUMED THAT EACH OF THE HIGH SCHOOL PROGRAMS WILL CONFORM TO THE REQUIRED STATE STANDARDS INCLUDING FOUR REQUIRED UNITS OF WORK IN THE 9TH AND 10TH GRADES PLUS TWO ELECTIVES, AND THREE REQUIRED UNITS OF WORK IN THE 11TH AND 12TH GRADES PLUS THREE ELECTIVES.

THIS PROGRAM IS BASED UPON THE TRADITIONAL CARNEGIE UNITS REQUIRING 180 DAYS OF INSTRUCTIONS.

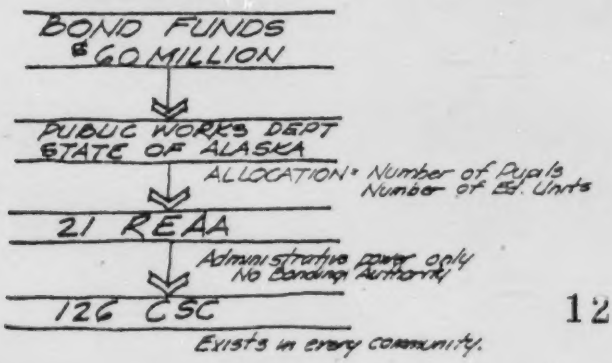
TYPICAL ALASKAN PROGRAM
BASED ON
CARNEGIE UNITS
(1 hr/day/school year - 180 days)

	3	Math & Science
	3½	Long Arts & English
16	2½	Social Studies
	1	Physical Ed
	6	Electives

Local option may increase
+1 Long Arts
3 +1 Physical Ed
+1 Elective
State program may increase basic units to 19

ASSUMPTION: IT IS ASSUMED THAT THE SPACE GUIDELINES ADOPTED BY THE STATE PLANNING GROUP WILL BE USED NOT ONLY BY THE STATE AS A GUIDELINE FOR ALLOCATING CONSTRUCTION SPACE AND DOLLARS TO COMMUNITIES BUT WILL ALSO BE USED AS A PLANNING GUIDE BY THOSE COMMUNITIES IN THE SELECTION OF PROGRAMS AND THE COORDINATION OF LOCAL EXISTING RESOURCES WITH NEW PROPOSED BUILDING FACILITIES.

BOND MONEY WILL FLOW TO COMMUNITY
BASED ON PROGRAM

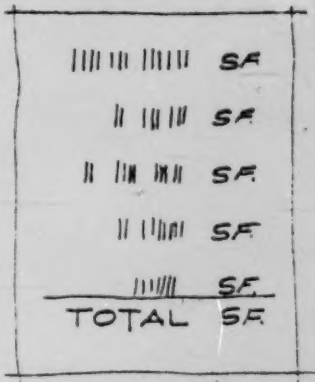


THERE WERE SOME DISTINCT ASSUMPTIONS WHICH WERE MADE CONCERNING THE DEVELOPMENT OF SPACE GUIDELINES FOR SMALL HIGH SCHOOLS. THESE WERE INFLUENTIAL IN ESTABLISHING THE DESIGNATION OF AN AMOUNT OF SPACE TO BE PROVIDED FOR EACH ENROLLMENT GROUP.

FACILITY SPACE GUIDELINES

ARE ESTABLISHED BY

- ENROLLMENT
- GROWTH POTENTIAL
- EXISTING FACILITIES
- EXISTING RESOURCES
- OTHER

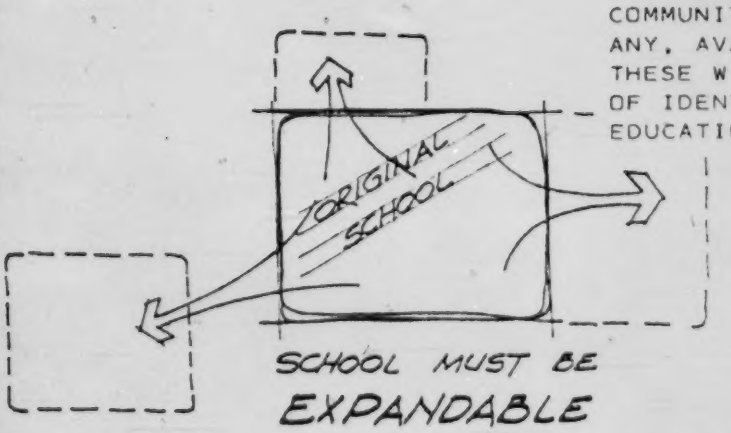


ASSUMPTION: SPACE GUIDELINES SHOULD BE EQUITABLE AMONG SCHOOLS OF VARYING SIZE AND DIFFERING PROGRAM. IT IS ASSUMED THAT THE OVERALL ADMINISTRATION OF THE PROGRAM WOULD REQUIRE A CONSISTENT ALLOCATION OF SPACE FOR EACH SCHOOL DEPENDED UPON ITS PRESENT AND/OR ANTICIPATED ENROLLMENT. IT IS RECOGNIZED THAT EACH COMMUNITY MAY HAVE SOME EXISTING RESOURCES WHICH CAN BE USED TO SUPPLEMENT SPACE OR PROGRAM ACTIVITIES WHEREAS OTHERS MAY HAVE LITTLE, IF ANY. THEREFORE, VARIATIONS IN THE ALLOCATION OF SPACE MAY EXIST DEPENDING UPON THESE RESOURCES. NO ATTEMPT HAS BEEN MADE IN THIS STUDY TO ARRIVE AT SUCH VARIATIONS. IT IS ASSUMED FOR THE PURPOSES OF SPACE GUIDELINES THAT EACH COMMUNITY WILL BEGIN WITH LITTLE, IF ANY, AVAILABLE SPACE RESOURCES AND THESE WILL BE RECOGNIZED IN THE PROCESS OF IDENTIFYING AND PRIORIZING EDUCATIONAL NEEDS.

SPACE STANDARDS SHOULD BE

EQUITABLE

AMONG SCHOOLS OF VARYING SIZE DIFFERING PROGRAM



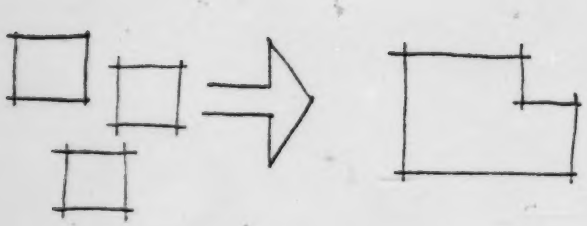
SCHOOL MUST BE

EXPANDABLE

TO ACCOMMODATE GROWTH IN ENROLLMENT OR PROGRAM

BUILDINGS MAY TAKE MANY FORMS DEPENDING ON
PROGRAM
LOCATION
COMMUNITY

ASSUMPTION: THE "DELIVERY SYSTEM" FOR THE BUILDINGS HAS NOT AS YET BEEN ESTABLISHED. THUS, THE BUILDINGS MAY TAKE MANY FORMS DEPENDING UPON LOCAL, CLIMATE, AND COMMUNITY ATTITUDES, AS WELL AS SIZE AND PROGRAM. THE SPACE STANDARDS, THEREFORE, MUST NOT ASSUME ANY GEOMETRIC PLANNING MODULE BUT MUST REMAIN ADAPTABLE TO THE SPECIFIC DESIGN CRITERIA ESTABLISHED FOR THE BUILDING.



ESTABLISH PLANNING MODULE AS A GUIDE FOR BUILDING DESIGN

DESIGN ENROLLMENTS

FOR THE PURPOSES OF SPACE ALLOCATION, CATEGORIES OF DESIGN ENROLLMENT WERE ESTABLISHED. THE ORIGINAL PROPOSAL WAS TO HAVE A SERIES OF DESIGN ENROLLMENTS IN SMALL INCREMENT FROM 10 UP TO AND INCLUDING 500 STUDENTS. HOWEVER, THESE INCREMENTS BECAME DIFFICULT TO DEAL WITH BECAUSE OF THEIR NARROW RANGE AND THEREFORE WERE REDUCED TO A LIMITED NUMBER. THESE CATEGORIES DO NOT SUGGEST THAT THEY REPRESENT APPROPRIATE NUMBERS FOR EFFECTIVE EDUCATIONAL PROGRAMS, BUT RATHER WERE SELECTED FOR EASE IN PROJECTING SPACE GUIDELINES. INTERPOLATIONS OF ENROLLMENTS WITHIN THESE CATEGORIES CAN BE MADE IF DESIRABLE, PARTICULARLY IN THE LARGER ENROLLMENT CATEGORIES.

RECOMMENDED DESIGN ENROLLMENTS

10 - 25
26 - 50
51 - 75
76 - 100
101 - 200
201 - 300
301 - 400
401 - 500
500 +

OBVIOUSLY, THE MOST DIFFICULT SPACE GUIDELINES TO PROJECT ARE THOSE FOR THE SMALLER ENROLLMENTS, PARTICULARLY UNDER 100 STUDENTS. HERE THE TYPE OF PROGRAM TO BE CONDUCTED, OTHER COMMUNITY RESOURCES AVAILABLE, THE QUALITY OF THE EDUCATIONAL FACULTY, AND THE INTENSITY OF THE STUDENTS THEMSELVES ALL MAY HAVE MORE TO SAY ABOUT THE SUCCESS OF THE PROGRAM THAN THE AMOUNT OF THE SPACE AVAILABLE.

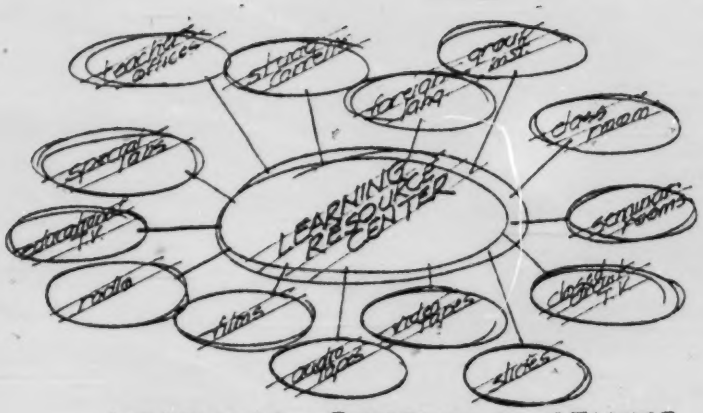
SPACE GUIDELINES HAVE BEEN PROJECTED FOR DESIGN ENROLLMENTS OF 100 STUDENTS: 10-25, 26-50, 51-75, AND 76-100. SPACE GUIDELINES HAVE ALSO BEEN PROJECTED FOR ENROLLMENTS OF 100 - 500 STUDENTS IN GROUPS OF 100.

IT SHOULD BE NOTED THAT THE SUMMATION OF INDIVIDUAL SPACE GUIDELINES WILL RESULT IN FACILITIES OF EXCESSIVE AREA BECAUSE OF THE PROJECTION OF SPACE REQUIREMENTS FOR INDIVIDUAL ACTIVITIES. ONCE THE EDUCATIONAL PROGRAM HAS BEEN SELECTED, THE ARCHITECT AND EDUCATOR SHOULD ESTABLISH THE SPECIFIC SPACE NEEDS BASED ON THE GUIDELINES. CONSIDERATION OF MULTI-FUNCTIONAL USE, SPACE SHARING, OR PROGRAM SHARING SHOULD BE MADE IN DETERMINING THE FINAL SPACE ALLOCATION. THE IMPACT OF THESE POSSIBILITIES WILL BE DISCUSSED FURTHER IN THE CONCEPTUAL MODEL.

SPACE GUIDELINES HAVE BEEN DIVIDED INTO 4 RELATED AREAS: ACADEMIC AREA, SKILLS AREA WORKSHOPS, ACTIVITY AREAS, AND SUPPORT FACILITIES AND SERVICES.

ACADEMIC AREA

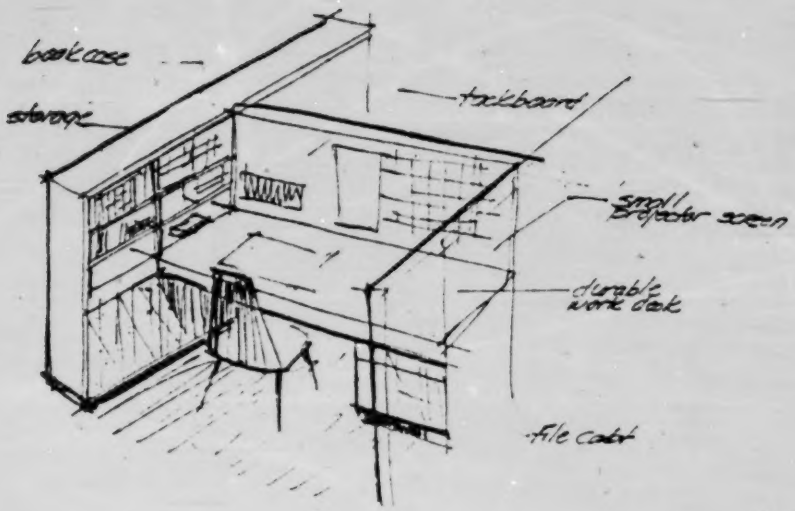
THE FOCUS OF THE ACADEMIC AREA IS ENVISIONED TO BE THE LEARNING RESOURCE CENTER, PARTICULARLY IN THE LOWER ENROLLMENT AREAS. IT IS THE DEPOSITORY FOR TEACHING RESOURCES, BOTH PHYSICAL AND HUMAN. IT SHOULD BE READILY ACCESSIBLE TO INDIVIDUALS AND GROUPS AND SHOULD BE CLOSELY RELATED TO SPECIALIZED LEARNING LABORATORIES. ONE OF THE MAJOR COMPONENTS IN THE LEARNING RESOURCE CENTER WHICH CAN BRIDGE BOTH LEARNING AND SOCIAL FROM REMOTE AREAS TO THE OUTSIDE WORLD IS THE AUDIO-VISUAL INFORMATION CENTER. HERE, A WELL SUPPLIED SOURCE OF LEARNING MATERIALS CAN BRING THE WORLD OF TODAY INTO THE CLASSROOM FOR ALL STUDENTS.



LEARNING RESOURCE CENTER IS FOCUS OF LEARNING EXPIERIENCE

THE ACADEMIC AREAS OF THE VERY SMALL SCHOOLS ARE ENVISIONED TO BE A REFLECTION OF THE ONE-ROOM SCHOOL HOUSE. STUDENTS WILL SPEND THE MAJORITY OF THEIR TIME IN THIS AREA EITHER IN SMALL GROUP OR INDIVIDUAL STUDY. IN THE SMALLER DESIGN ENROLLMENTS UP TO 50 STUDENTS, THE MAJOR LEARNING SPACE WILL BE THE LEARNING RESOURCE CENTER ITSELF WITH SUPPLEMENTARY SMALL GENERAL AND SPECIAL CLASSROOMS AND LABORATORIES.

AN IMPORTANT COMPONENT OF THE SMALLER DESIGN ENROLLMENTS IS THE PROVISION OF INDIVIDUAL STUDY SPACE. AT THE LOWEST ENROLLMENT (10-25), IT IS ANTICIPATED THAT 100% OF THE STUDENTS WILL HAVE AN INDIVIDUAL STUDY SPACE AVAILABLE. AS THE DESIGN ENROLLMENTS INCREASE AND OTHER RESOURCES ARE AVAILABLE, THIS PERCENTAGE IS PROPOSED TO BE REDUCED TO RECOGNIZE THE NORMAL INDIVIDUAL STUDY OR RESEARCH AREAS WHICH ARE INCORPORATED INTO THE LEARNING RESOURCE CENTER AND AUDIO-VISUAL INFORMATION CENTER.

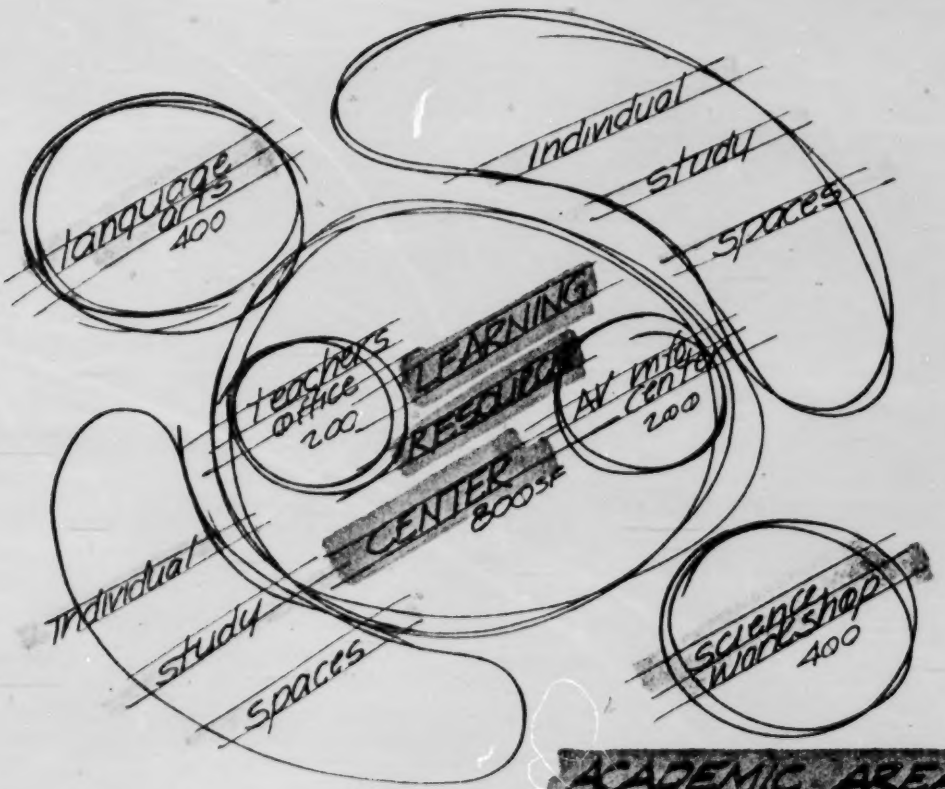


ORGANIZATIONAL MODELS FOR THE ACADEMIC AREA SHOWING THE APPROXIMATE PROPORTIONS FOR FLOOR AREA DEDICATED TO EACH ACTIVITY FOR EACH DESIGN ENROLLMENTS UP TO 100 STUDENTS ARE SHOWN ON THE ILLUSTRATIONS.

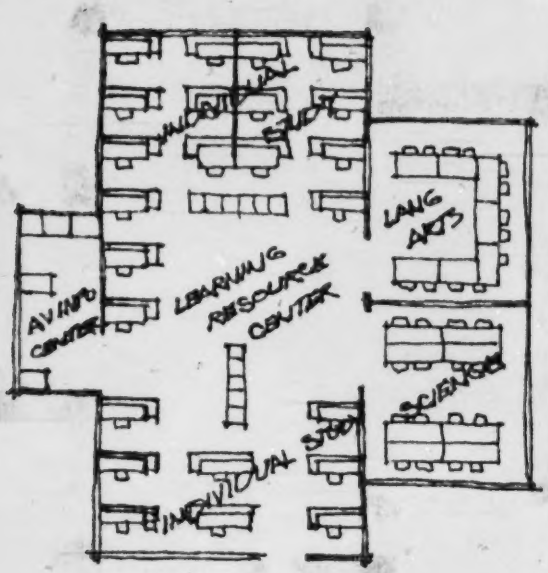
ACADEMIC AREA

AREA	DESIGN ENROLLMENT							
	10-25	26-50	51-75	76-100	101-200	201-300	301-400	401-500
1.0 Learning Resource Center	800	1000	1200	1400	3000	4000	5000	6000
1.1 AV Info Center	200	300	400	600				
2.0 Individual Study[1]	100	80%	60%	50%	40%	35%	32%	30%
@ 40 S.F./Space	400-1000 25	640-1200 40	1200 45	1200 50	1600 80	1800 105	1800 125	2000 150
3.0 Language Arts	400	400	800	800 400	(2)1600	(3)2400	(4)3200	(5)4000
4.0 Social Studies	-	-	400	400	800 400	(3)2400	(4)3200	(5)4000
5.0 Science Workshops	400	600	800	(2)1000	(2)2000	(2)3600	(3)4800	(4)7200
6.0 Math	-	-	400	800	800	800 400	(2)1600	(3)2400
7.0 General C.R.	-	-	-	800	(2)1600	(3)2400	(4)3200	(5)4000
8.0 Teachers Offices	(2)100	(4)200	(6)300	(8)400	600	800	1200	1500

[1] Formula for study carrels.
(% enrollment - library seating) x 40 S.F./Space
20% of enrollment

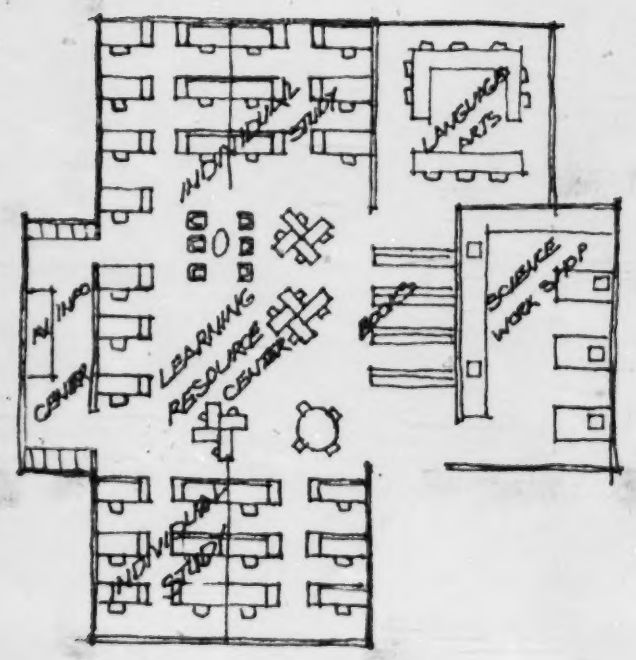


ACADEMIC AREA
10-25/26-50



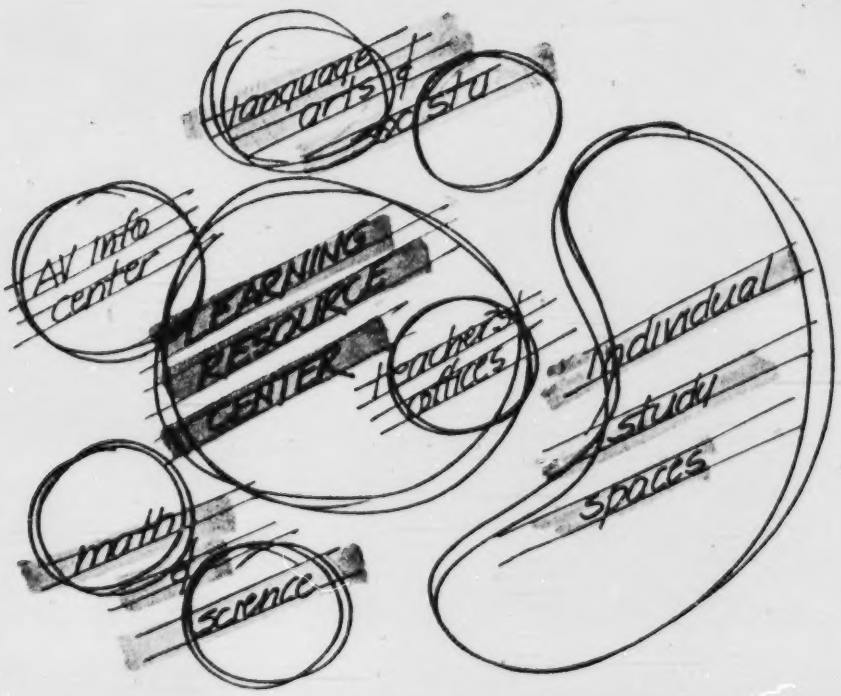
2800 sf

10-25 ACADEMIC CENTER

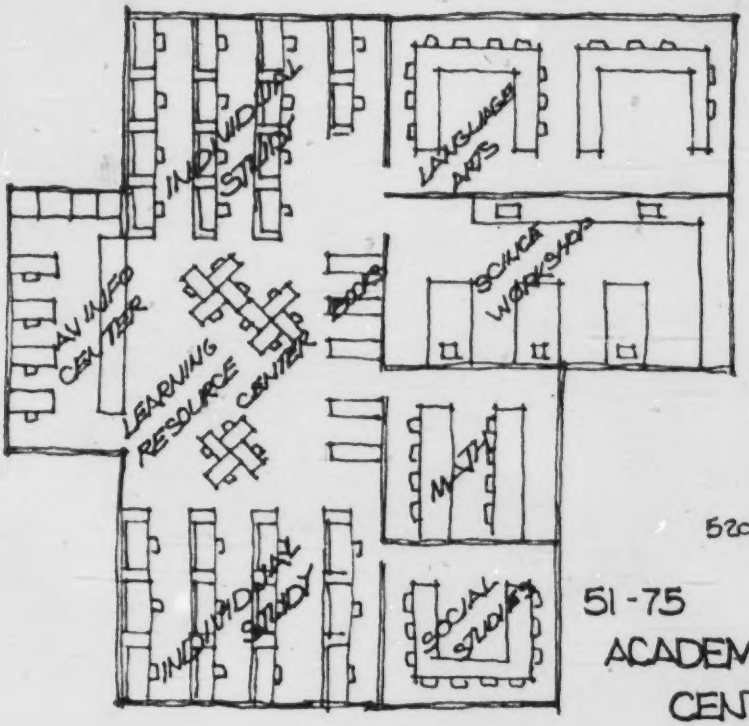


3500 sf

26-50 ACADEMIC CENTER

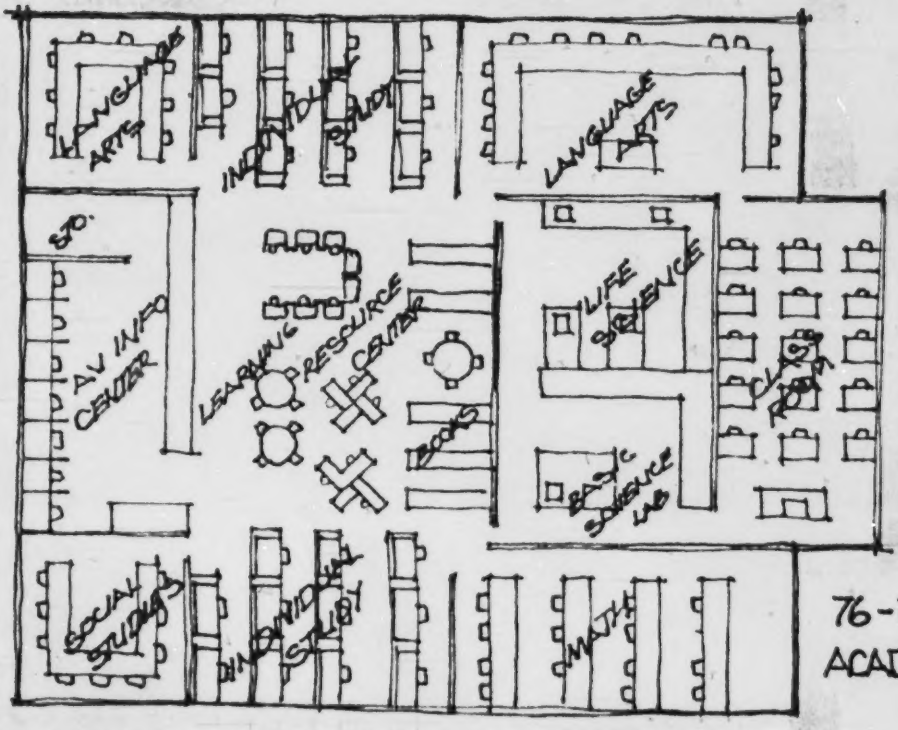

language arts
AV Info Center
LEARNING RESOURCE CENTER
Teacher offices
Individual study spaces
math
science

61-100



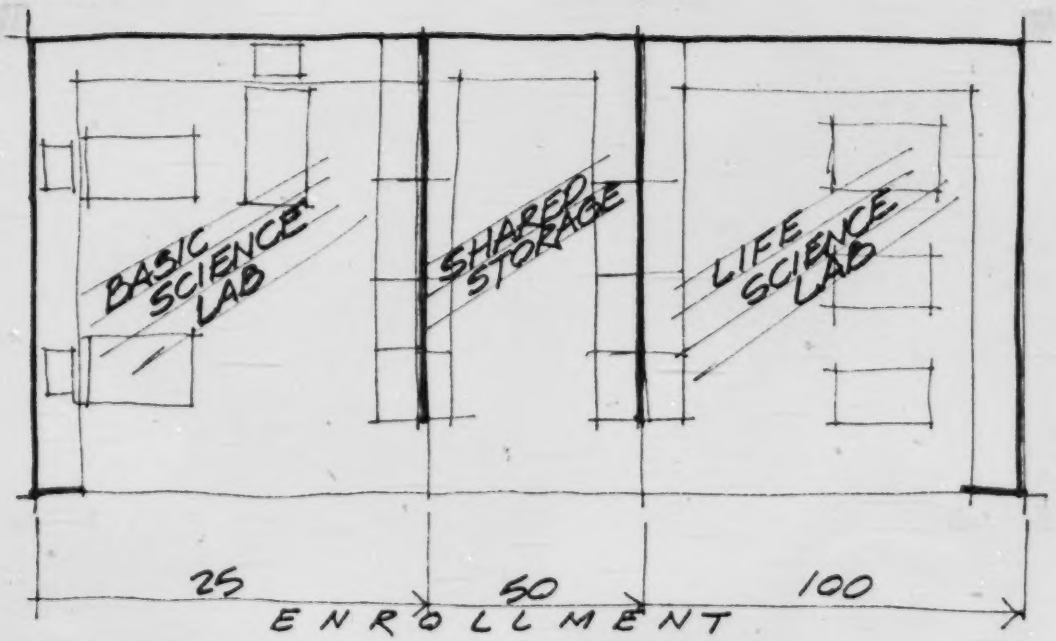
5200 ft

51-75
ACADEMIC
CENTER



7400 ft

76-100
ACADEMIC CENTER



SCIENCE WORKSHOPS
MAY EXPAND WITH ENROLLMENT

SKILLS AREA WORKSHOPS

SKILLS AREA WORKSHOPS HAVE BEEN IMPERICALLY SELECTED AND GROUPED ACCORDING TO THE PROBABILITY OF THEIR BEING DESIRED IN THE PROGRAM. EACH OF THESE HAVE BEEN TESTED IN PLAN FORM TO DETERMINE ITS SUITABILITY TO CONDUCT A PROGRAM WITH AN ASSUMED NUMBER OF STUDENTS. THE ULTIMATE UTILIZATION OF THE ALLOCATED SPACE WILL, HOWEVER, BE DETERMINED BY THE INGENUITY OF THE ARCHITECT AND COMMUNITY IN MAKING MULTIPLE USE OF SPACES, AND OF THE FACULTY IN DEVELOPING EFFECTIVE PROGRAMS WHICH ARE COMPATIBLE WITHIN THE SPACE.

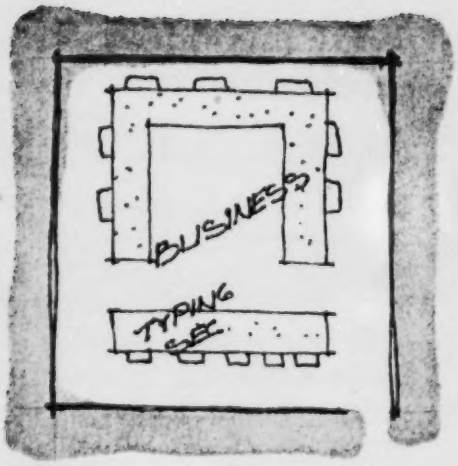
SKILLS AREA WORKSHOPS

AREA[1]	DESIGN ENROLLMENT							
	10-25	26-50	51-75	76-100	101-200	201-300	301-400	401-500
1.0 Industrial Mechanics								
Metals/ Welding	200	200	400	600	1200	1500	1200 1200	1500 1500
Power Mech./ Electricity	200	200	400	600	1200	1500	1200 800	1500 800
2.0 Construction								
Drafting/C.R.					400	600	800	800
Wood Working	200	300	400	600	1200	1500	(1)2000	(1)2500
Construction								
3.0 Offices/TR.					500	750	1000	1250
4.0 Business								
Typing		100	400	400	800	800	1000	1000
Sec. Services				200	200	400	400	800
5.0 Graphic/ Fine Arts	200	300	1600	800	1200	1600	2000	2400
6.0 Home Life								
Cooking/	200	300	400	600	400	600	800	1000
Sewing					400	600	800	1000
7.0 Health Occupations			300	400	600	600	800	800

[1]All areas include storage areas.

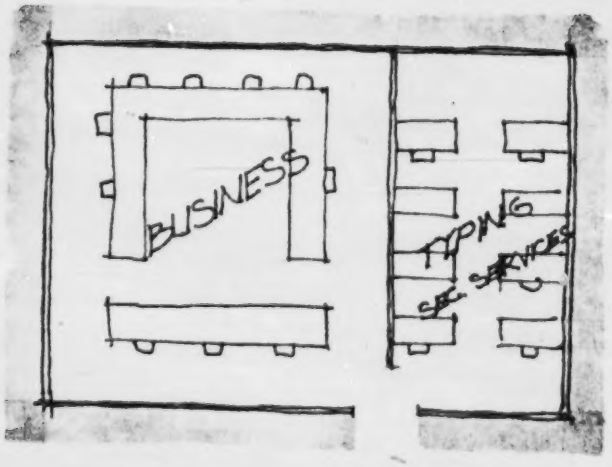
100 ☒

26-50 BUSINESS



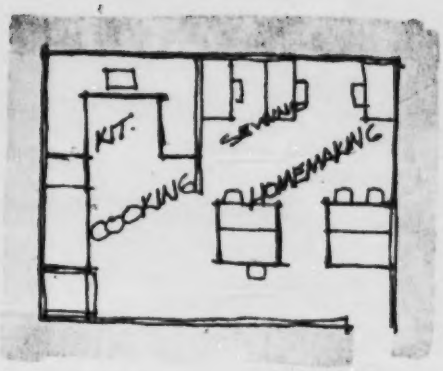
400 ☒

51-75 BUSINESS



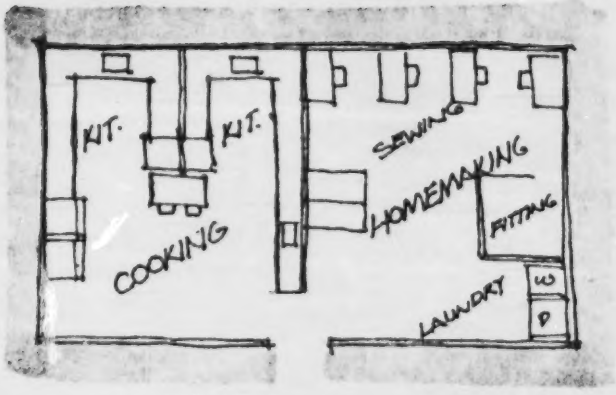
600 ø

76-100 BUSINESS



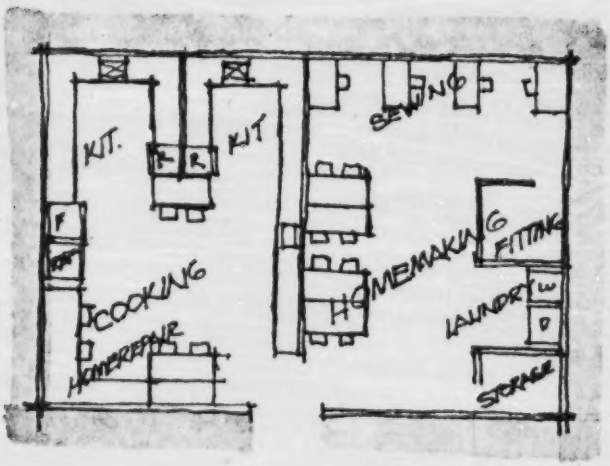
300 ☐

[redacted]



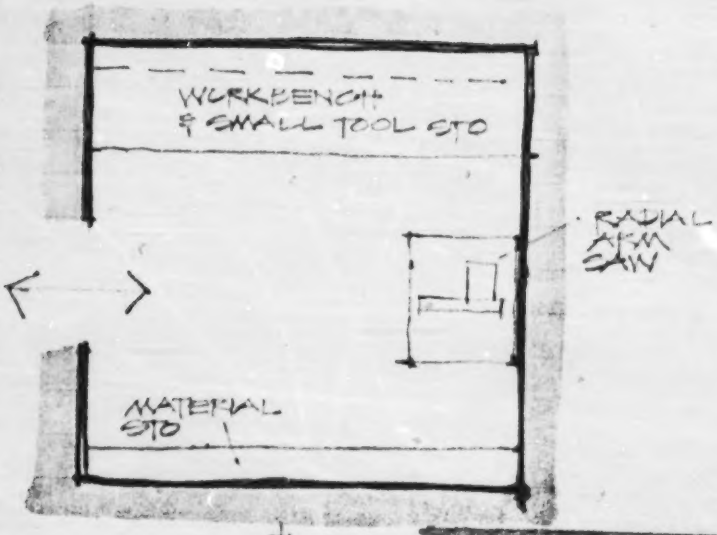
480 ☐

[redacted]



600 ft

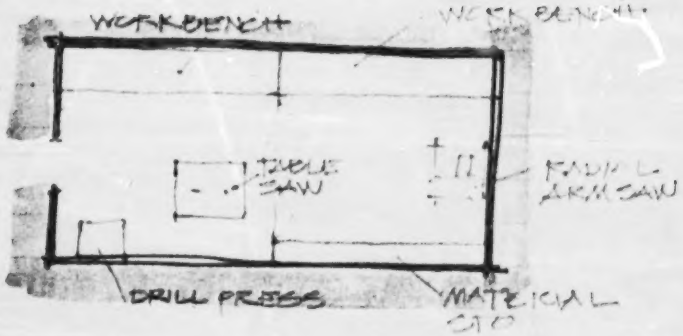
76-100 HOME LIFE



200 ⊕

WOOD WORKING

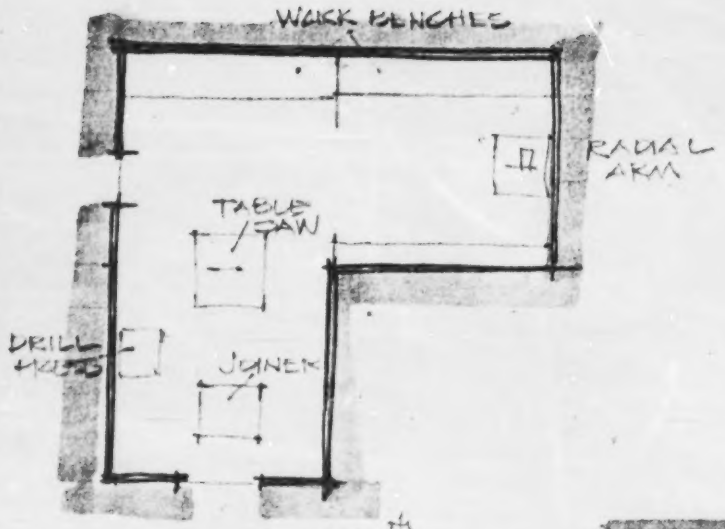
enrollment 10 - 25 26 - 50



300 ⊕

WOOD WORKING

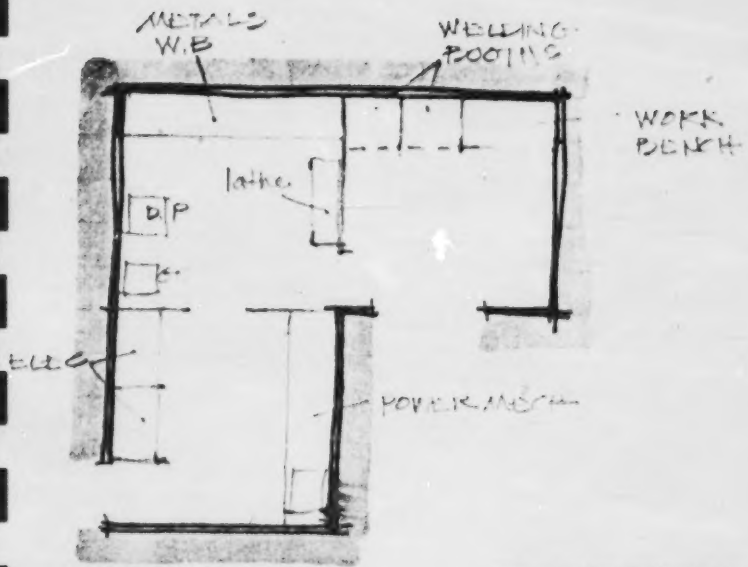
enrollment 51 - 75



400 ft²

WOOD WORKING

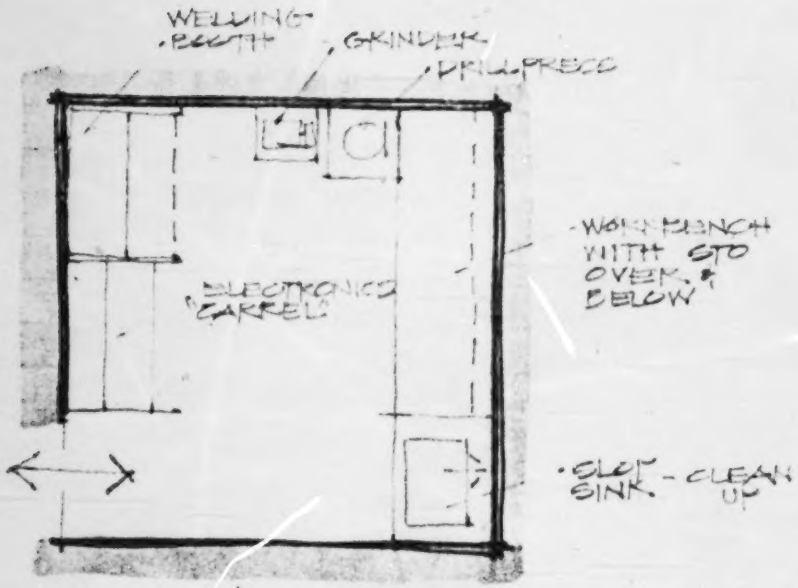
enrollment 76-100



600 ψ

enrollment 76-100

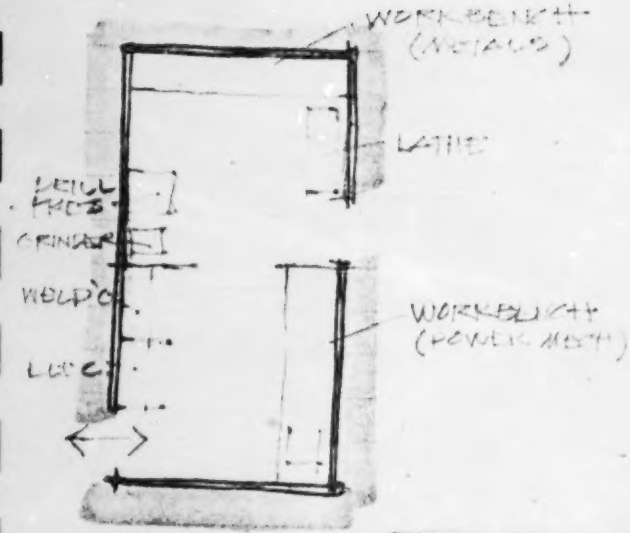
METALS, WELDING, POWER MACH



200 ft

METAL - WELDING - POWER MECH & ELECTRONICS

enrollment 10 - 25 & 26 - 50



400 ft

METAL - WELDING - POWER MECH & ELECTRONICS

enrollment 51 - 75

ACTIVITY AREAS

ONE OF THE MORE ILLUSIVE NEEDS OF THE SMALL HIGH SCHOOL IS OF THAT FOR ACTIVITY AREAS SUCH AS PHYSICAL EDUCATION, MUSIC, DRAMA, ETC. COMMUNITY SPACE MAY BE AVAILABLE OR EXISTING SCHOOLS MAY HAVE SPACES WHICH CAN BE USED FOR THESE ACTIVITIES. THE SPACES PROJECTED FOR THESE AREAS ARE BASED UPON NONE OTHER EXISTING AND THE PROBABLE NEED TO PROVIDE THEM IN THIS FACILITY.

THE LOWER DESIGN ENROLLMENTS DO NOT JUSTIFY FULL-SCALE FACILITIES SO, THEREFORE, MAY REQUIRE A SELECTION OF PROGRAM WHICH FITS WITHIN THE SPACE PROVIDED. FOR EXAMPLE, AN ENROLLMENT OF 10-25 STUDENTS DOES NOT JUSTIFY THE CONSTRUCTION OF A FULL SIZE GYMNASIUM. THEREFORE; THE TYPES OF PHYSICAL EDUCATION ACTIVITIES MAY BE LIMITED TO SUCH AS BADMINTON, VOLLEYBALL, ETC., WHICH MAY BE COEDUCATIONAL OR INDIVIDUAL ACTIVITIES SUCH AS WRESTLING, GYMNASTICS, OR DANCE.

FOOD SERVICE AND CAFETERIA NEEDS ARE ALSO QUESTIONABLE FOR THE LOWER DESIGN ENROLLMENTS. AT THE LOWER END, IT MAY ONLY BE NECESSARY TO HAVE A KITCHEN AVAILABLE WITH MEALS BEING EATEN IN THE INDIVIDUAL CARREL AREA. IN OTHER CASES, THE ACTIVITY ROOM MAY BE USED AS A CAFETERIA OR STUDENT FORM AREA.

ACTIVITY AREAS

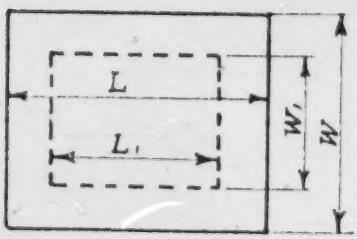
AREA	DESIGN ENROLLMENT							
	10-25	26-50	51-75	76-100	101-200	201-300	301-400	401-500
1.0 Music Room				1200	1600	1800	2000	2400
Practice/Sto				400	400	400	400	600
2.0 Physical Ed								
Activity Room	2500[1]	3750[1]	5000		2500[1]	3500[1]	4000	5000
Gymnasium				7000	8000	9000	10,000	11,000
Dressing Rms						4500	5000	5500
3.0 Cafeteria/Forum								
Forum								
Kitchen	400	600	800	1200	1600	1800	2000	2200

[1]Use existing facility or cafeteria, if possible.

Table 5. Recommended dimensions in feet for gymnasiums

School	W	L	W_1*	L_1*	Seats
Small elementary	36	52			
Large elementary	52	72			
Junior high school*	65	86	42	74	400
Small senior high school†	79	96	50	84	700
Large senior high school†	100	104	50	84	1,500

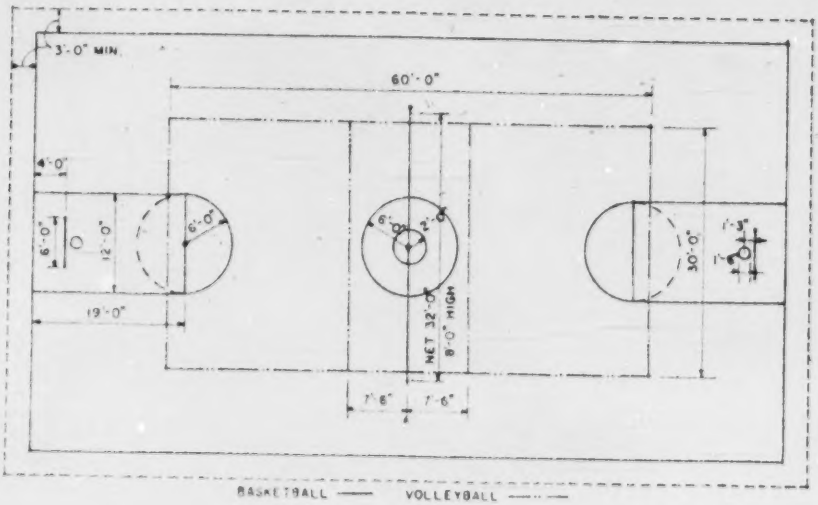
* *W, and L_1 are dimensions of basketball court.*
† *Use folding partition.*

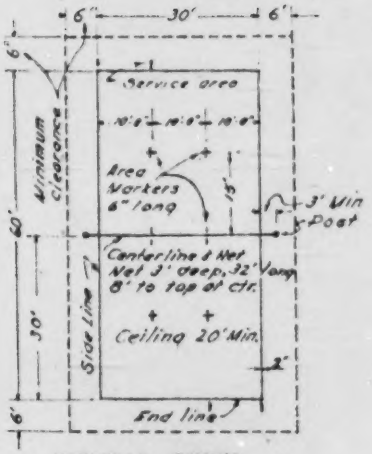


BASKETBALL COURTS

Sizes:

Junior high school: 42 by 74 ft
High school; YMCA: 50 by 84 ft
College; AAU: 50 by 94 ft
Height: **minimum 20 ft, more preferred**
Width **of unobstructed space outside boundaries: minimum 3 ft, 10 ft preferred**
All lines 2 in. wide
Basket: **18-in. diameter, 10 ft above floor**
Backboard: **4 by 6 ft rectangular, lower edge 9 ft above floor. Optional for high school and AAU: 33 by 54 in., fan shape, top edge curved on 29 in. radius, mounted with top edge 12 ft 8 in. above floor.**





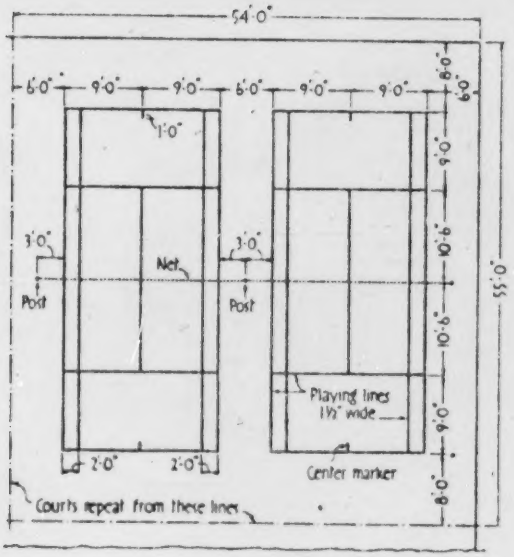
OFFICIAL COURT

United States Volley Ball Association
1" = 32

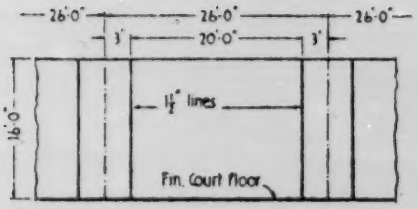
For Unofficial games, court may be varied to suit players & space. Min. clearance 3'-0". See sheet on Women's Sports.
Outdoor court - 40' x 80' Max.

VOLLEY BALL

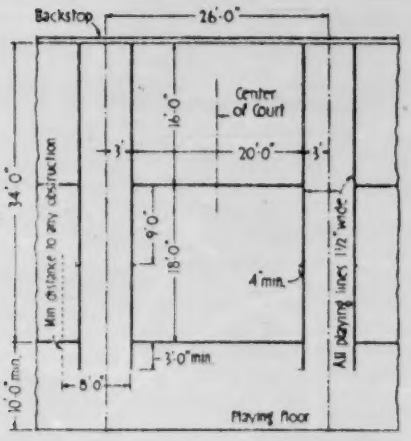
Data checked by U.S. Volley Ball Assn.



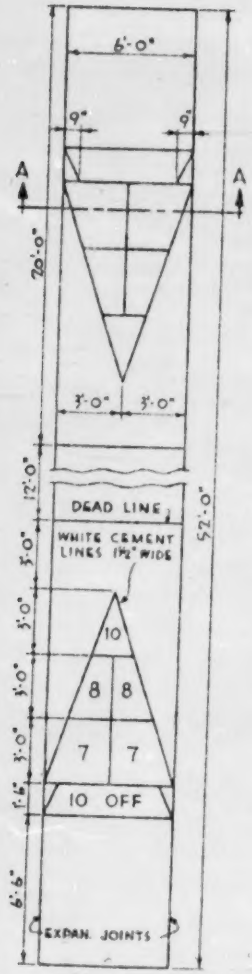
PADDLE TENNIS SCALE 1"=20'-0"



ELEVATION OF BACKSTOP

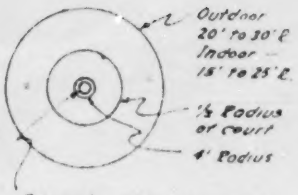


HANDBALL SCALE 1"=20'-0"



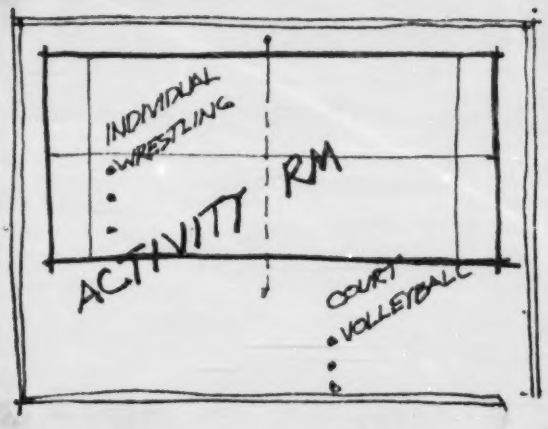
PLAN
SCALE - ⅛"-1'-0"

SHUFFLEBOARD COURT



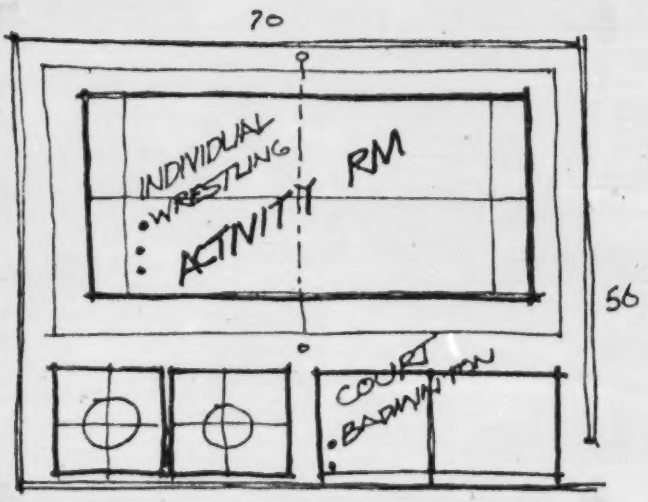
Basket - 18" Diameter
8' height - Elementary Sch use.
9' " - Junior H.S. "
10' " - H.S. & College

GOAL-HI COURT
1" - 32'



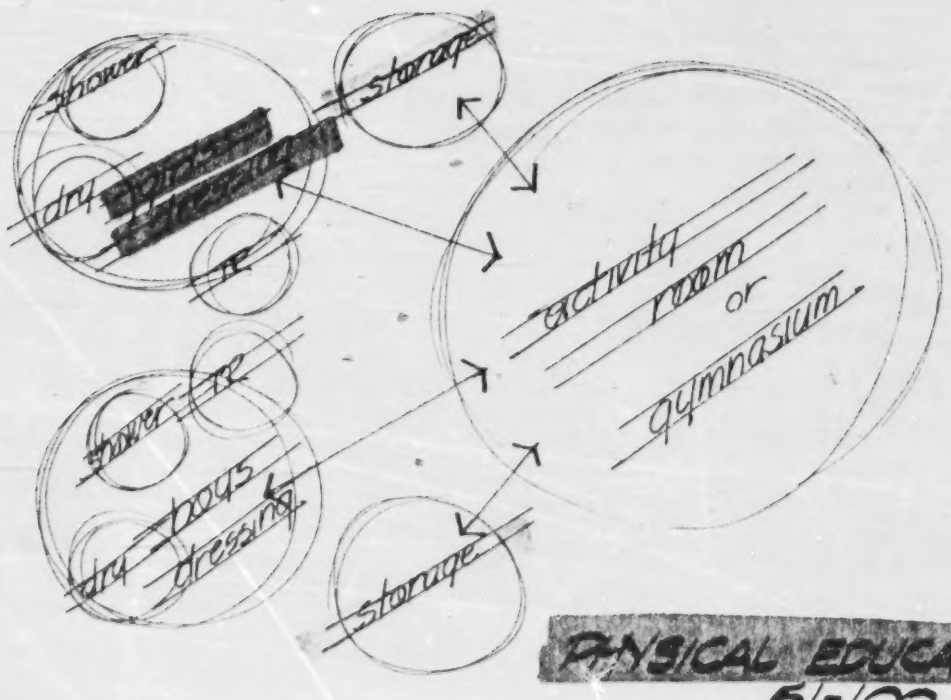
2700 ☐

10-25 ACTIVITY RM

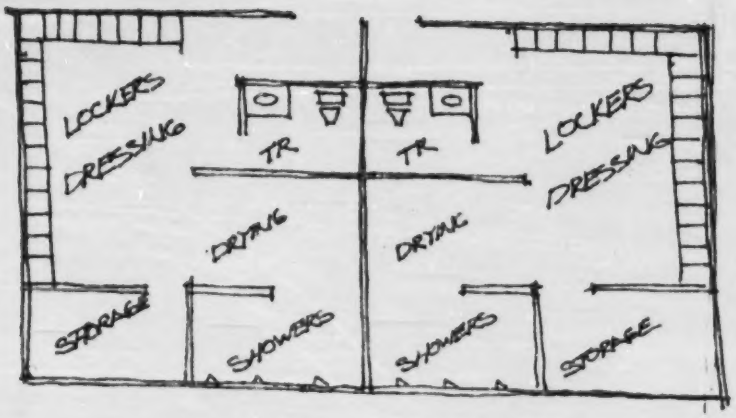


3500 ☐

26-50 ACTIVITY RM

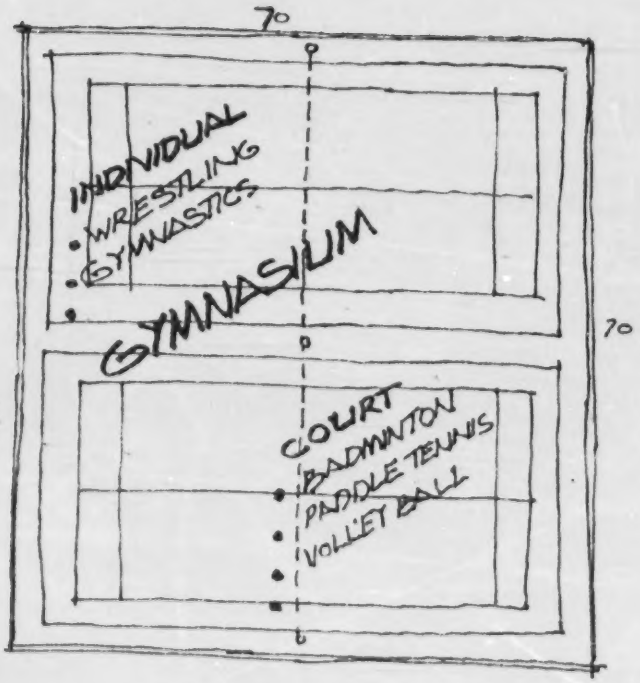


PHYSICAL EDUCATION
51-100



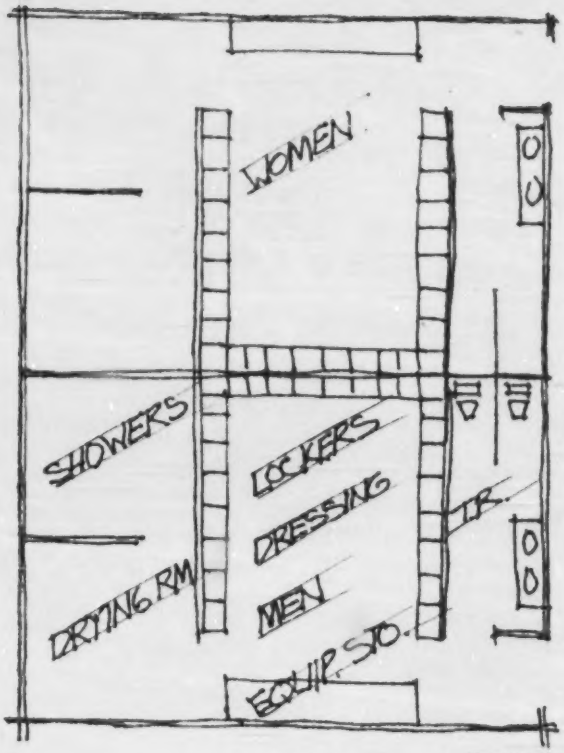
800 ☐

51-75 PHYSICAL ED.



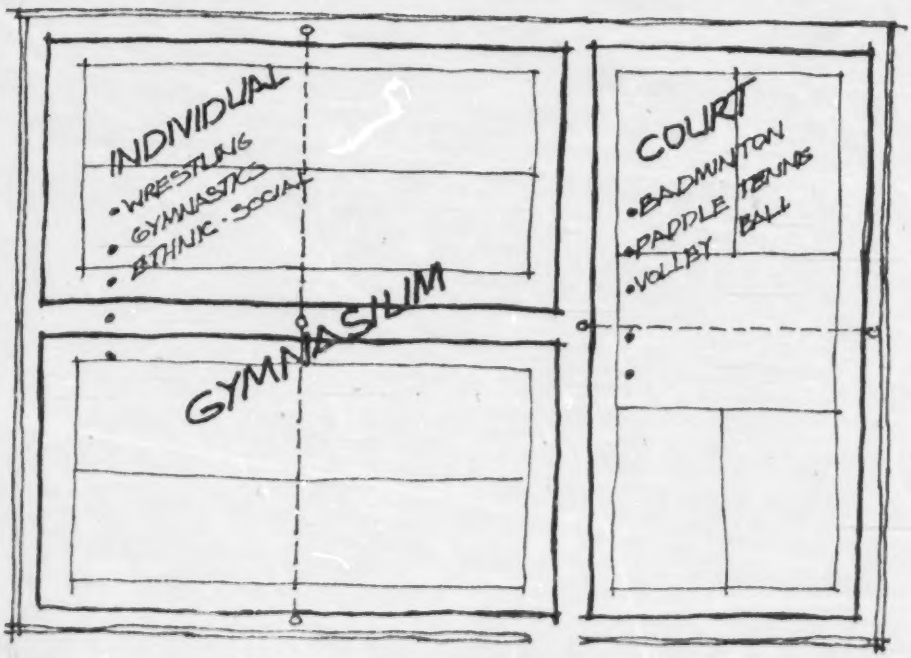
5000 ☐

51-75 GYMNASIUM



1200 ☐'

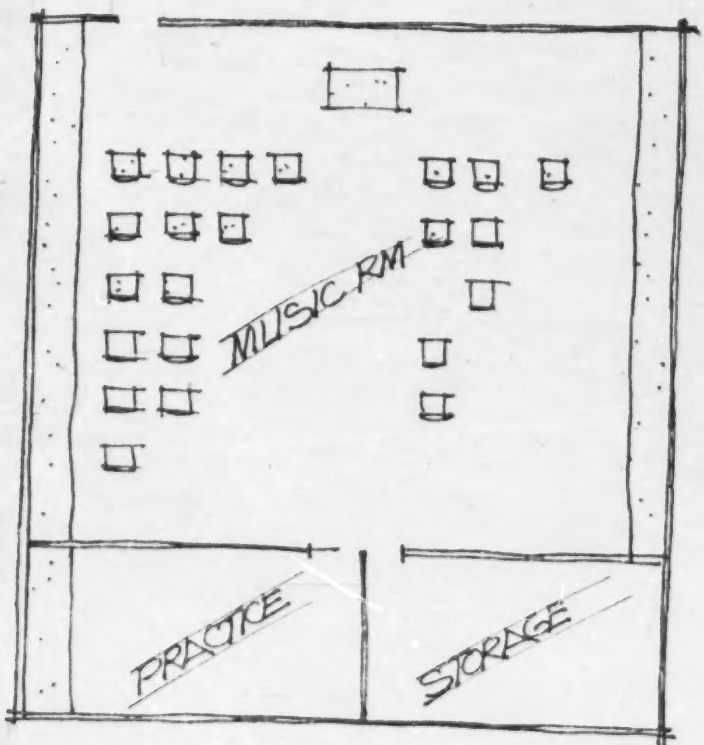
76 100 PHYSICAL ED. DRESSING RM.



158

7000 ☐'

76-100 GYMNASIUM

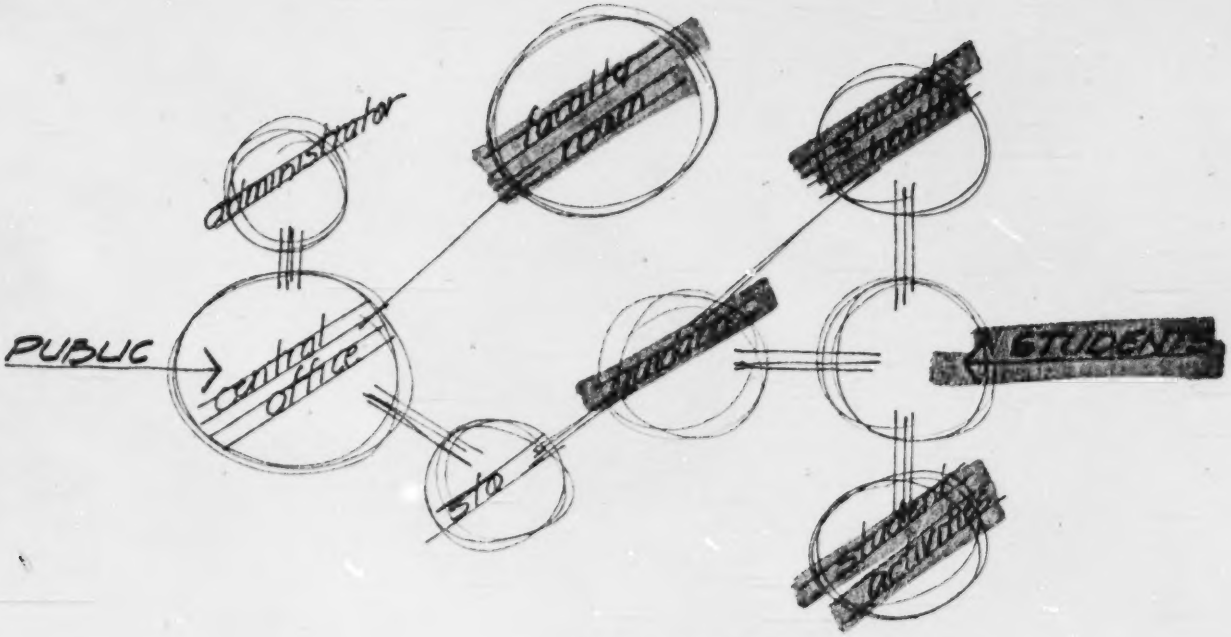


1600 ø

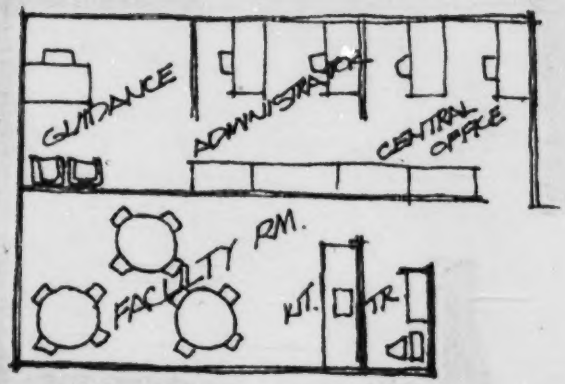
76-100 MUSIC RM./PRACTICE STD

SUPPORT FACILITIES/SERVICES

AREA	DESIGN ENROLLMENT							
	10-25	26-50	51-75	76-100	101-200	201-300	301-400	401-500
1.0 Administrative								
Central Office	100	100	120	600	800	1000	1200	1400
Administrators	100	100	120	120	200	300	400	400
Guidance	-0-	100	150	200	200	300	300	300
Health	-0-	50(TR)	50(TR)	150	300	500	500	600
Student Activities	-0-	-0-	100	200	300	400	500	600
Faculty Room/ Dining	-0-	200	400	600	700	800	900	1000
2.0 Food Service (See Cafeteria/ Forum)								
3.0 Mechanical								
Heat Plant				1000		1200		1500
Equipment Rooms				1000		1500		2000
Electric Service				100		150		200
4.0 Maintenance/Sto	100	200	300	500	550	600	650	700
Janitor	75	75	100	100	150	200	250	300
5.0 Rest Rooms	250	250	300	350	500	600	700	800
Boys Girls	B G	B G	B G	B G	B G	B G	B G	B G
W.C. 1:100 1:45	1 1	1 1	1 1	1 2	1 2	2 3	2 5	3 6
Urinals 1:30 -	1	1	2	2	3	5	7	9
Lav 1:2WC 1:2 WC	1 1	1 1	1 1	1 1	1 1	1 2	1 3	2 3

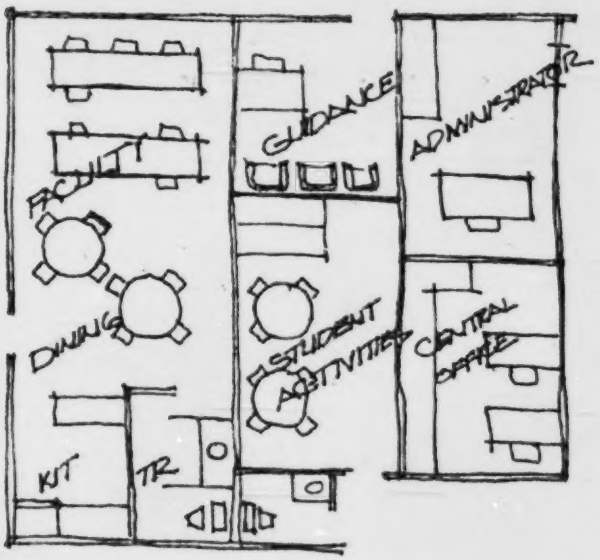


ADMINISTRATION
50 - 100



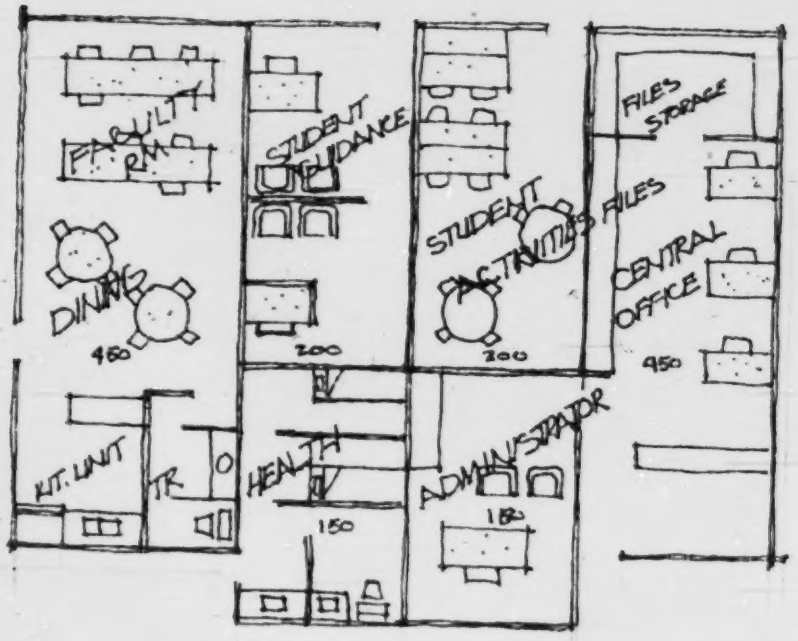
550 ☐

26-50 ADMINISTRATIVE



940 ☐

51-75 ADMINISTRATIVE



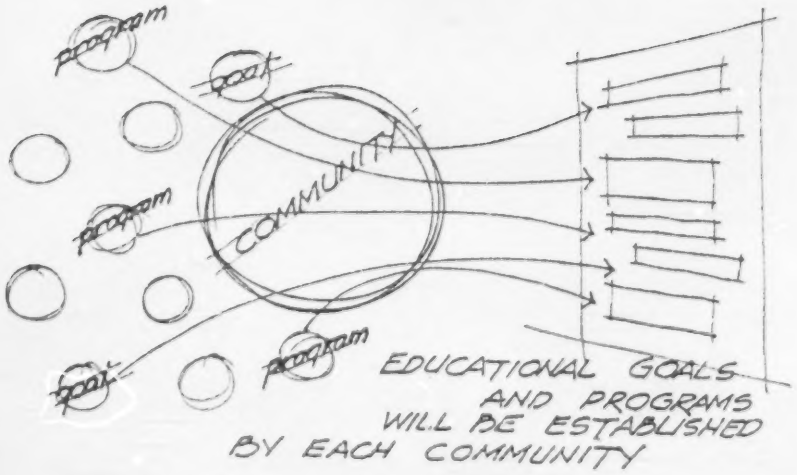
1600 ft

76-100 ADMINISTRATIVE #5

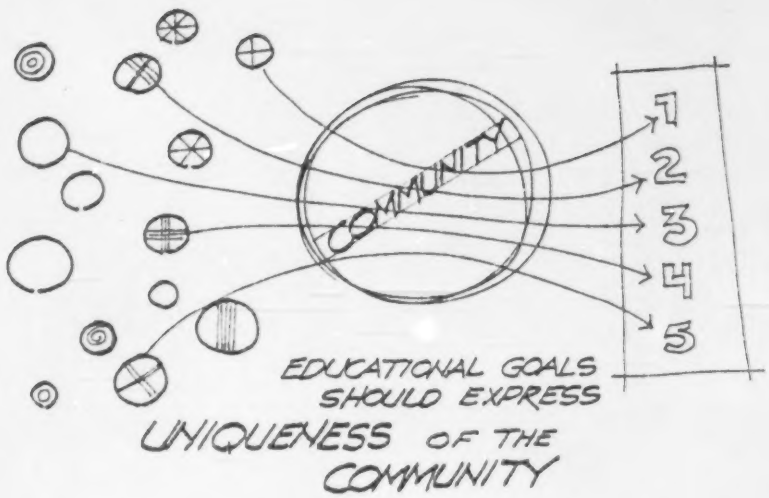
DISTAL HIGH SCHOOL
DISTAL ALASKA

WHAT WOULD A SMALL HIGH SCHOOL FOR 30 - 40 STUDENTS IN A REMOTE AREA OF ALASKA REALLY BE LIKE? WHAT WOULD BE THE DESIGN CRITERIA THAT SHOULD BE USED TO DEVELOP A SCHOOL OF THIS SIZE? HOW WOULD YOU GO ABOUT ESTABLISHING DESIGN CRITERIA FOR A FACILITY IN A REMOTE LOCATION WITH SO FEW STUDENTS? LET US PRESUME THAT THE SMALL, RURAL, REMOTE COMMUNITY OF DISTAL, ALASKA IS TO HAVE A NEW HIGH SCHOOL BUILT UNDER THIS PROGRAM. WHAT WOULD BE THE CONCEPTUAL MODEL THAT COULD BE FOLLOWED TO DEVELOP A FACILITY SUCH AS THIS?

LET US PRESUME THAT THE COMMUNITY SCHOOL COMMITTEE FOR DISTAL HAS BEEN TOLD THAT IT QUALIFIES FOR A NEW HIGH SCHOOL FACILITY UNDER THE STATE PROGRAM. THE COMMUNITY SCHOOL COMMITTEE HAS WORKED WITH THE STATE DEPARTMENT OF EDUCATION IN ESTABLISHING THEIR EDUCATIONAL GOALS AND PROPOSED CURRICULUM BY UTILIZING THE PHI DELTA KAPPA PRIORIZING TECHNIQUE. THEY ARE NOW READY TO ESTABLISH THE DESIGN CRITERIA FOR THEIR SCHOOL FACILITY WITH THE EDUCATIONAL AND ARCHITECTURAL CONSULTANT.



THE COMMUNITY SCHOOL COMMITTEE HAS ALSO MADE AN INVENTORY OF THE RESOURCES AVAILABLE IN THE LOCAL COMMUNITY TO SUPPLEMENT THE EDUCATIONAL PROGRAM. THIS HAS BEEN RECORDED FOR USE IN THE DEVELOPMENT OF AN OVERALL PROGRAM FOR THE HIGH SCHOOL IN THE MANNER RECOMMENDED BY THE STATE EDUCATIONAL BOARD. THEY HAVE ALSO INVENTORIED THE OTHER PHYSICAL FACILITIES WHICH ARE AVAILABLE TO THEM IN THE ELEMENTARY SCHOOL AND WHICH MIGHT BE COORDINATED WITH THE HIGH SCHOOL PROGRAM. ALTHOUGH LIMITED, THESE FACILITIES WILL SUPPLEMENT AN OTHERWISE MEAGER AND SPARSE RESOURCE OF SPACES AVAILABLE FOR HIGH SCHOOL EDUCATIONAL PROGRAMS.



THE EDUCATIONAL GOALS AND CURRICULUM DEVELOPED BY THE COMMUNITY SCHOOL COMMITTEE EXPRESSED THE UNIQUENESS OF THE COMMUNITY OF DISTAL, ALASKA AND INDICATED THOSE SPECIFIC PROGRAMS WHICH COULD BE OF ADVANTAGE TO THEIR STUDENTS. THIS UNIQUENESS SHOULD CARRY THROUGH FOR THE PROGRAM FOR THE FACILITY DESIGN AND THIS SHOULD ALSO REFLECT THE NEEDS AND RESOURCES OF THE COMMUNITY IN ALL AREAS.

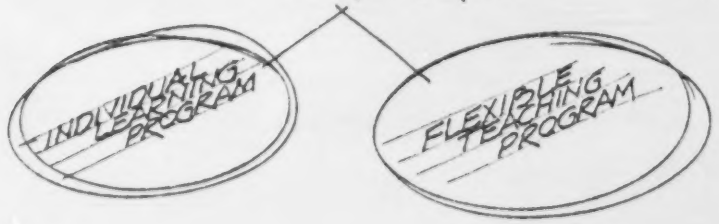
FACILITY SPACE GUIDELINES

ARE ESTABLISHED BY

ENROLLMENT	SF
GROWTH POTENTIAL	SF
EXISTING FACILITIES	SF
EXISTING RESOURCES	SF
OTHER	SF
TOTAL	SF

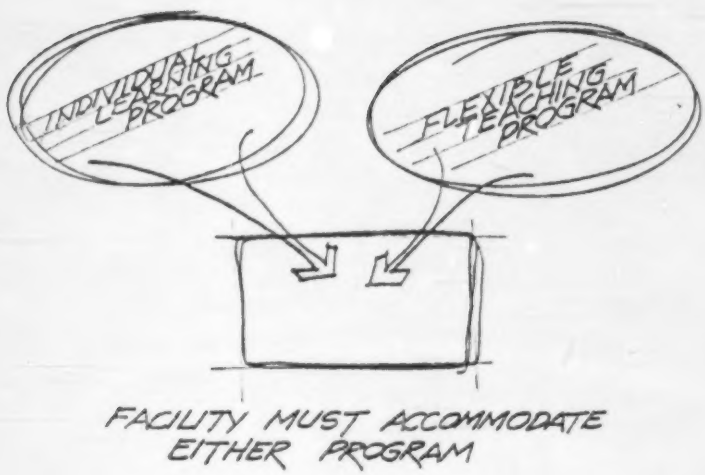
THE COMMUNITY OF DISTAL PRESENTLY HAS ABOUT 30 STUDENTS WHO ARE OF HIGH SCHOOL AGE. BY THE TIME THE NEW FACILITY IS AVAILABLE, THEY WILL HAVE BETWEEN 35 AND 40 POSSIBLE HIGH SCHOOL STUDENTS, INCLUDING THOSE COMING UP FROM THE LOWER GRADES. THEY HOPE TO BE ABLE TO RETAIN THE STUDENTS OF THE UPPER GRADES BY HAVING A PROGRAM OF HIGH INTEREST AND MOTIVATION; HOWEVER, TRADITIONALLY MANY OF THE 11TH AND 12TH GRADERS HAVE BEEN LOST TO THE HIGH SCHOOL PROGRAM AS THEY HAVE SEEN LITTLE OR NO BENEFIT IN CONTINUING THEIR EDUCATION.

ALTERNATIVE CONCEPTUAL MODELS FOR SMALL HI SCHOOL PROGRAM



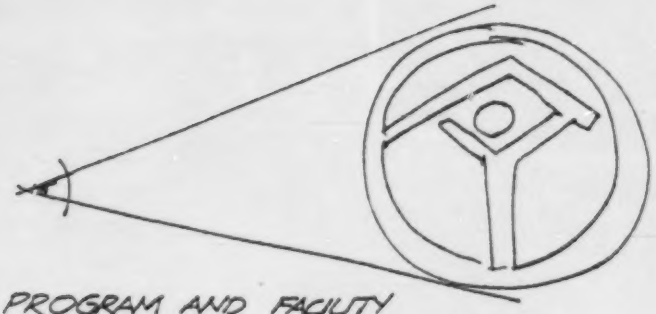
THE COMMUNITY SCHOOL COMMITTEE RECOGNIZES THAT THERE ARE 2 POSSIBLE ALTERNATIVE CONCEPTUAL MODELS FOR A HIGH SCHOOL PROGRAM FOR THE COMMUNITY; EITHER ONE BASED UPON AN INDIVIDUAL LEARNING

PROGRAM FOR EACH STUDENT OR ANOTHER BASED UPON A PROGRAM OF FLEXIBLE SCHEDULING AND TEACHING BY THE FACULTY. AS NEITHER THE FACILITY NOR THE TEACHING STAFF IS AS YET A REALITY, IT MUST BE RECOGNIZED THAT THE POTENTIAL FACILITY MUST ACCOMMODATE EITHER OF THESE PROGRAMS. IT MUST IN ESSENCE, NOT STAND IN THE WAY OF ANY POTENTIAL PROGRAM WHICH A CREATIVE STAFF MIGHT DEVELOP FOR THE HIGH SCHOOL.



FACILITY MUST ACCOMMODATE EITHER PROGRAM

THE COMMUNITY SCHOOL COMMITTEE HOPES THAT THE PROGRAM AND FACILITIES CAN PROVIDE EVERY STUDENT WITH THE POSSIBILITY TO MAKE A PHYSICAL AND PSYCHOLOGICAL TRANSITION FROM THE RURAL AND REMOTE SITUATION OF DISTAL, ALASKA TO THE WIDER AREAS OF THE STATE AND THE WORLD.



PROGRAM AND FACILITY SHOULD PROVIDE STUDENT

PHYSICAL & PSYCHOLOGICAL TRANSITION

THIS IMPLIES THAT THE PROGRAM AND THE FACILITY SHOULD PRESENT A VARIETY OF HUMAN VALUES AS WELL AS FIELDS OF KNOWLEDGE FOR EACH STUDENT TO EXPLORE, BECOME FAMILIAR WITH, AND PREPARE TO CONFRONT. FEW, IF ANY, OF THE STUDENTS HAVE HAD THE OPPORTUNITY TO TRAVEL EXTENSIVELY TO THE URBAN AREAS OF EITHER ALASKA OR THE STATES, AND ARE AS YET UNFAMILIAR WITH MANY OF THE OPPORTUNITIES AND RISKS WHICH THEY MAY CONFRONT. THE HIGH SCHOOL PROGRAM SHOULD ALLOW EACH STUDENT TO EXPERIENCE SUCH RISKS WITHOUT SERIOUS PENALTY.

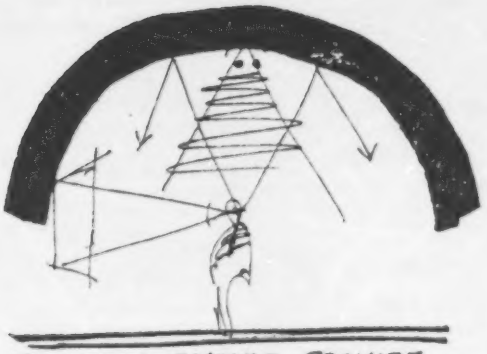
PROGRAM AND FACILITY SHOULD PROVIDE VARIETY OF

HUMAN VALUES

&

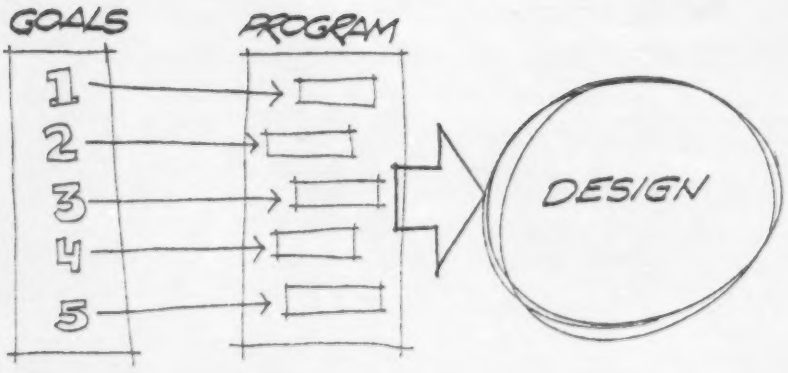
FIELDS OF KNOWLEDGE

SURMOUNTING THIS ALL IS THE DESIRE OF THE COMMUNITY SCHOOL COMMITTEE THAT THE NEW FACILITY SHOULD PROVIDE A QUALITY ENVIRONMENT FOR EFFECTIVE EDUCATION TO THE EXTENT POSSIBLE IN THE REMOTE AREA OF DISTAL, ALASKA. IT IS RECOGNIZED THAT NOT EVERY OPPORTUNITY CAN BE OFFERED BUT, TO THE DEGREE POSSIBLE, OPPORTUNITIES SHOULD EXIST FOR EACH OF THE STUDENTS TO FULFILL THEIR HIGHEST POTENTIAL AND DEEPEST EXPECTATIONS.



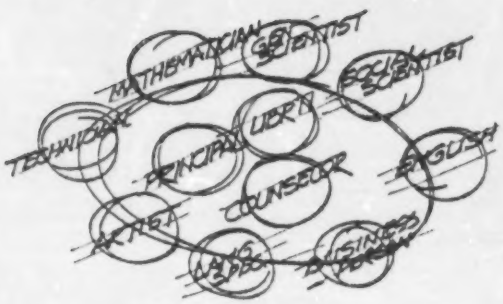
FACILITY SHOULD PROVIDE
QUALITY ENVIRONMENT
FOR
EFFECTIVE EDUCATION

THUS, THE EDUCATIONAL GOALS EXPRESSED BY THE COMMUNITY SCHOOL COMMITTEE AND THEIR PHI DELTA KAPPA EXPLORATIONS SHOULD BE REFLECTED IN THE EDUCATIONAL PROGRAM FOR THE FACILITY ITSELF. ONCE THE PROGRAM IS IDENTIFIED FOR THE FACILITY, THE EDUCATIONAL AND ARCHITECTURAL CONSULTANT FOR THE COMMUNITY SCHOOL COMMITTEE CAN THEN DEVELOP A DESIGN WHICH BEST SUITS THE NEEDS OF THAT PROGRAM.



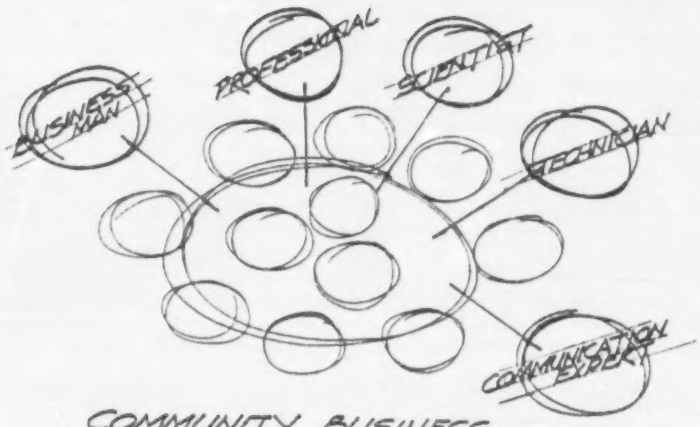
FACILITY DESIGN MUST REFLECT
NEEDS AND
RESOURCES

CONVERSELY, IT MUST BE ACCEPTED THAT THE FACULTY COMING TO THE NEW FACILITY MUST BE CAREFULLY SELECTED SO THAT THEY ARE GENERALISTS IN THEIR FIELDS WITH SUFFICIENT INTERESTS AND CONCERNS NOT TO BE OF NARROW VISION. THEY MUST RECOGNIZE THAT THEIR PARTICULAR FIELD IN A SMALL SCHOOL SUCH AS THIS, MUST BE APPROACHED WITH EXTREME FLEXIBILITY AND INDIVIDUALISM TO ALLOW EACH STUDENT TO PURSUE THE FIELD AT THEIR OWN LEVEL.



FACULTY MUST BE GENERALISTS WITH INTERESTS NOT SPECIALISTS

IN ADDITION THE FACULTY MUST RECOGNIZE THAT THE COMMUNITY HAS SOMETHING TO OFFER TO THE EDUCATIONAL SYSTEM. THE LOCAL BUSINESS PEOPLE, PROFESSIONALS, AND TECHNICIANS CAN SUPPLEMENT THEIR INDIVIDUAL ENDEAVORS AND ENRICH THE PROGRAM SIGNIFICANTLY.



COMMUNITY BUSINESS, PROFESSIONALS AND TECHNICIANS SHOULD SUPPLEMENT FACULTY

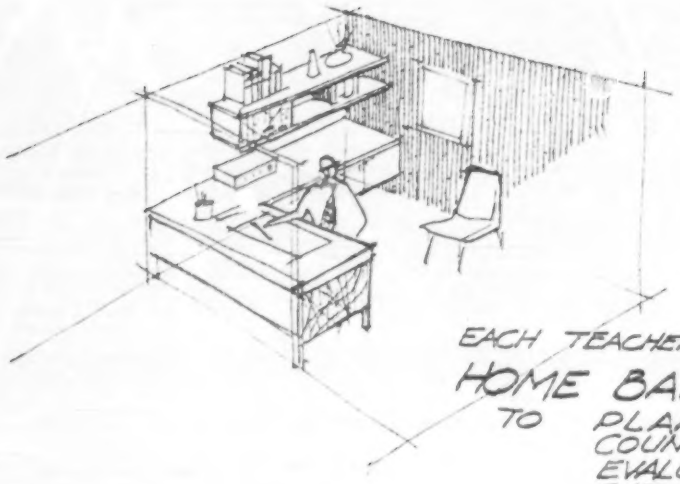
SMALL HIGH SCHOOL PROGRAM
SHOULD BE BASED ON

INDIVIDUAL LEARNING
where student seeks knowledge

AS WELL AS

CLASSROOM TEACHING
where teacher imparts knowledge

THE COMMUNITY SCHOOL COMMITTEE HAS RECOGNIZED THAT A SMALL HIGH SCHOOL PROGRAM MUST HAVE A STRONG BASE IN INDIVIDUAL LEARNING WHERE STUDENTS SEEK KNOWLEDGE AS WELL AS CLASSROOM TEACHING WHERE THE TEACHER IMPARTS KNOWLEDGE. IT IS ESSENTIAL THAT THE LEARNING PROGRAM BE BASED UPON A STUDENT MANAGED SYSTEM AS WELL AS A TEACHER CONTROLLED SYSTEM. THEREFORE, IT IS ESSENTIAL THAT EACH TEACHER HAVE A HOME BASE WHICH THEY CAN USE IN ADDITION TO THE CLASSROOM AREA TO DEVELOP TEACHING PLANS, TO COUNSEL INDIVIDUALS IN THEIR PARTICULAR PURSUITS, TO EVALUATE THE PROGRESS OF THE STUDENTS WITH THE STUDENTS AND/OR THEIR PARENTS, AND TO GATHER AND DEVELOP INFORMATION FOR NEW COURSE CURRICULUM.



EACH TEACHER SHOULD HAVE
HOME BASE
TO PLAN
COUNSEL
EVALUATE
GATHER INFO

LEARNING PROGRAM SHOULD BE BASED ON

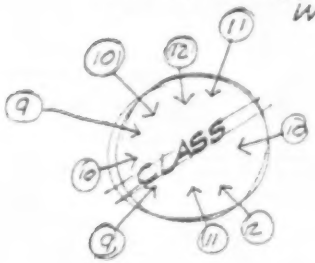
STUDENT MANAGED SYSTEM
where student seeks knowledge
AS WELL AS

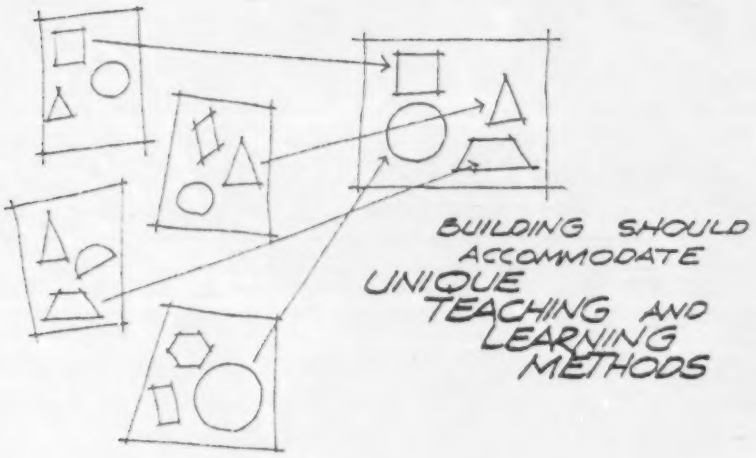
TEACHER CONTROLLED SYSTEM
where teacher transmits knowledge

IF THE HIGH SCHOOL STUDENTS ARE TO HAVE THE POSSIBILITY FOR INDIVIDUAL INITIATIVE, IT THEREFORE FOLLOWS THAT THE FACILITY WILL BE MULTI-GRADED, RATHER THAN SEQUENTIALLY GRADED. EACH PERSON IN THE SCHOOL WILL BE ABLE TO GO TO CLASSES WITH STUDENTS OF OTHER GRADE LEVELS AND THEREBY WILL BE ABLE TO MIX THEIR EXPERIENCES TOGETHER. EACH WILL PERFORM AT HIS OWN LEVEL AND LEARN AT HIS OWN PACE, EVEN THOUGH THEY ARE IN CLASS WITH A STUDENT OF A HIGHER OR LOWER GRADE LEVEL. THIS WILL MIX ABILITY LEVELS IN SUCH A MANNER THAT THE UPPER CLASSMEN WILL BE ABLE TO HELP THE LOWER CLASSMEN AND, THEREBY, BECOME A PART OF THE TEACHING AS WELL AS LEARNING EXPERIENCE.

MULTI-GRADED CLASS GROUPS WILL

- MIX EXPERIENCED WITH INEXPERIENCED
- ALLOW LEARNING AT STUDENTS PACE
- MIX ABILITY LEVELS
- GAIN STABILITY

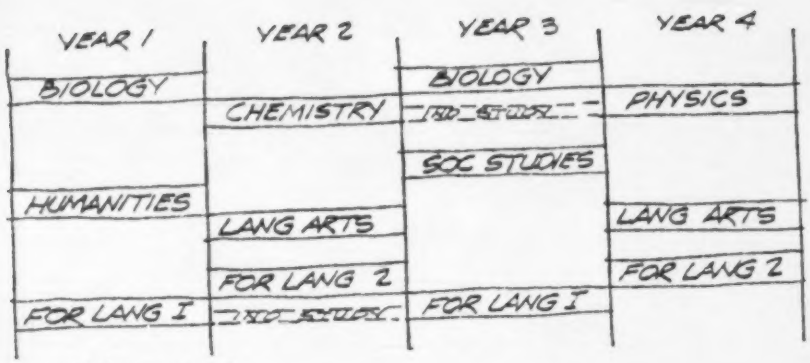




THEREFORE, THE BUILDING ITSELF SHOULD BE ABLE TO ACCOMMODATE UNIQUE TEACHING AND LEARNING METHODS WHICH MIGHT NOT BE APPROPRIATE IN A HIGH SCHOOL OF LARGER NUMBER.

HOW WOULD A CURRICULUM BE SET UP FOR A SMALL HIGH SCHOOL OF THIS NATURE? THERE ARE SOME UNIQUE ORGANIZATIONAL DEVICES WHICH CAN BE USED TO MAKE THE CURRICULUM AND THE PROGRAM MORE EFFECTIVE FOR STUDENTS WHO ARE LEARNING ON AN INDIVIDUAL RATHER THAN A GROUP BASIS. THESE INCLUDE THE FOLLOWING:

PHASING — THE PHASING OF CURRICULUM CONTENT CAN WIDEN THE VARIETY OF SUBJECTS AVAILABLE TO STUDENTS. A LARGE NUMBER OF STUDENTS IN THE SCHOOL CAN STUDY ONE MAJOR CURRICULUM TOPIC AT A TIME. PHASING ASSUMES A NON-GRADED STRUCTURE WHICH ALLOWS A 9TH GRADER TO BE IN THE SAME CLASS WITH AN 11TH OR 12TH GRADER. THIS ELIMINATES THE NEED TO OFFER ALL COURSES OF A PARTICULAR AREA, SUCH AS SCIENCE OR SOCIAL STUDIES, EACH YEAR BUT ALLOWS THEM



PHASING

OF CURRICULUM CONTENT WILL WIDEN THE VARIETY OF SUBJECTS

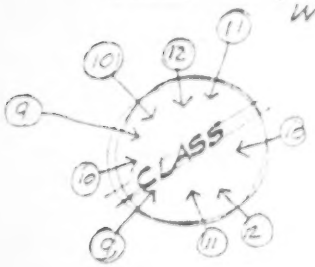
TO BE OFFERED IN ALTERNATE YEARS ON A SCHEDULE WHICH ALLOWS EVERY STUDENT TO HAVE THE OPPORTUNITY TO TAKE THEM DURING THE 3 OR 4 YEAR HIGH SCHOOL CYCLE. PHASING MAY ALSO ACCOMPLISH ONE OTHER SENSE OF COMMUNITY FOR THE STUDENTS ALLOWING ALL OF THEM TO BE ENGAGED IN ONE MAJOR ENDEAVOR AT ONE TIME, THEREFORE FOCUSING NOT ONLY THEIR IN-SCHOOL BUT ALSO, THEIR OUT-OF-SCHOOL EFFORTS.

MULTI-GRADING

THE MULTI-GRADED APPROACH USED IN DISTAL HIGH SCHOOL IS ALSO A UNIQUE ORGANIZATIONAL PATTERN LENDING TO ITS SUCCESS. BY USING MULTI-GRADED CLASS GROUPS, WE CAN UPGRADE THE CURRICULUM, MIX THE EXPERIENCED WITH THE INEXPERIENCED, GAIN STABILITY AND CONTINUITY AND HAVE A SIDE BENEFIT OF HAVING KIDS TEACH OTHER KIDS. THIS IS PARTICULARLY TRUE IN AREAS SUCH AS MUSIC, ART, AND SKILLS AREAS

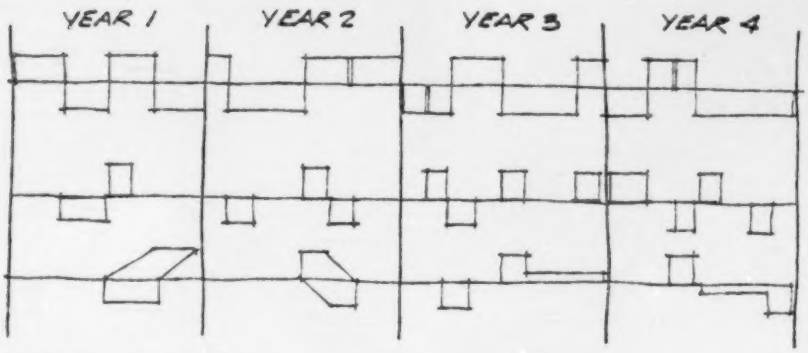
MULTI-GRADED CLASS GROUPS WILL

- MIX EXPERIENCED WITH INEXPERIENCED
- ALLOW LEARNING AT STUDENTS PACE
- MIX ABILITY LEVELS
- GAIN STABILITY



MINI-COURSES

ANOTHER DEVICE CAN BE SHORT-TERM MINI-COURSES. THESE CAN SPICE UP THE CURRICULUM BY OFFERING A QUICK AND INTENSE INVOLVEMENT IN A PARTICULAR SUBJECT AREA FOR A SHORT PERIOD OF TIME; 3 OR 4 WEEKS OR EVEN 3 OR 4 DAYS. IF THE TIME AND HUMAN RESOURCES ARE AVAILABLE. FOR EXAMPLE, A TALENTED PERSON IN A PARTICULAR FIELD SUCH AS SOAP STONE CARVING, WEAVING, OR ART, OR SCIENCE COULD ESTABLISH A PROGRAM IN WHICH ALL STUDENTS ARE INVOLVED FOR 2 OR 3 DAYS OR A WEEK.

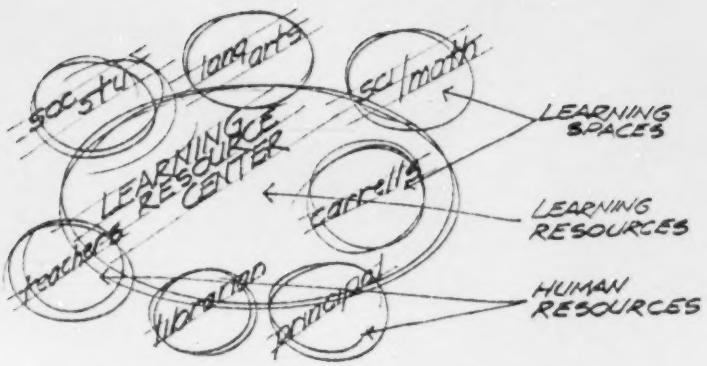


SHORT TERM
MINI-COURSES
CAN SPICE UP THE CURRICULUM

UNCOMMITTED TIME

UNCOMMITTED TIME IS ANOTHER WAY OF ENRICHING THE PROGRAM OF A SMALL HIGH SCHOOL. THE NORMAL HIGH SCHOOL STUDENTS RACING FROM CLASS TO CLASS MAY NOT HAVE THE TIME TO THINK BY THEMSELVES, EVALUATE THEIR OWN SITUATION, AND DEVELOP THEIR OWN PROGRAM. THEY MAY NOT HAVE TIME TO DO ANYTHING EXCEPT LISTEN TO THE TEACHER. A CONSIDERABLE AMOUNT OF TIME LEFT OPEN FOR BOTH STUDENTS AND TEACHERS TO USE AT THEIR OWN DISCRETION ALLOWS FOR SMALL GROUP ENTERPRISES, INDIVIDUAL INDEPTH RESEARCH AND STUDY, REMEDIAL LEARNING IN THOSE AREAS WHERE INDIVIDUAL STUDENTS HAVE NEED, AND FLEXIBLE SCHEDULING OF LABORATORY AND SKILLS AREA WORKSHOPS.

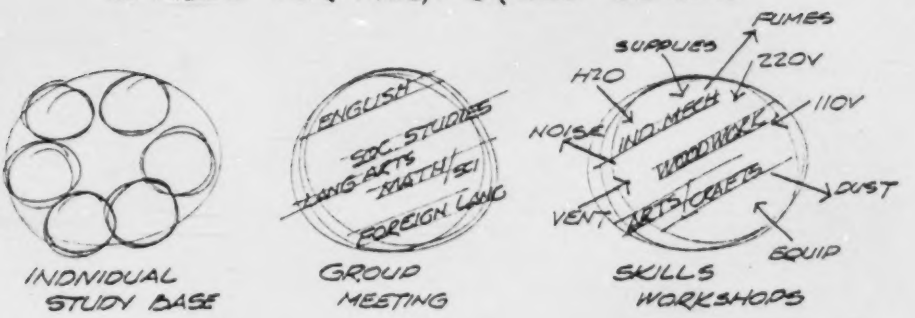
THE LEARNING RESOURCE CENTER IS THE FOCUS OF THE LEARNING EXPERIENCE IN DISTAL HIGH SCHOOL. IN THE LEARNING RESOURCE CENTER A VARIETY OF INSTRUCTIONAL AIDS INCLUDING BOOKS, AS WELL AS MAPS, CHARTS, SLIDES, MODELS, AND NEW TEACHING MEDIA IN THE VISUAL AIDS SUCH AS SLIDES,



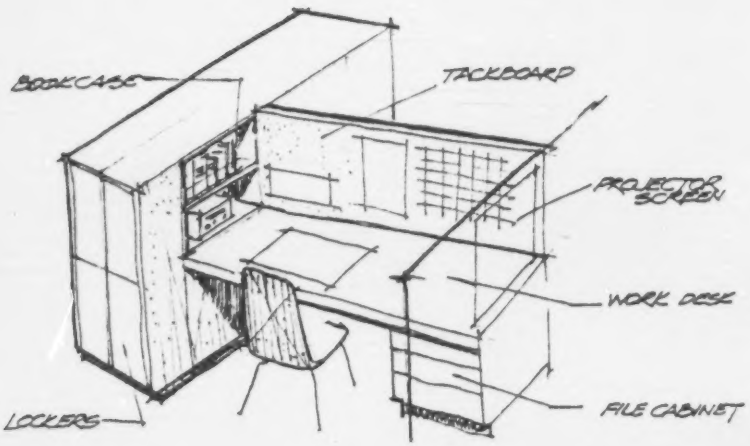
MATERIAL AND HUMAN RESOURCES COMPOSE THE ACADEMIC CORE

FILMS, VIDIO-TAPE ARE AVAILABLE TO STUDENTS EITHER INDIVIDUALLY OR IN GROUPS. THUS, THE STUDENT IS ABLE TO EXPERIENCE A WORLD OF INFORMATION AT HIS FINGER TIPS AND ACCORDING TO HIS NEED. THE LEARNING RESOURCE CENTER IS ALSO THE PHYSICAL CENTER OF THE LEARNING ACTIVITY OF THE SMALL HIGH SCHOOL. ON ONE HAND, IT IS THE FOCAL POINT FOR MATERIAL RESOURCES INCLUDING TEACHING MEDIA AS WELL AS LEARNING SPACES SUCH AS CLASSROOMS, LABORATORIES, AND SKILLS CENTER WORKSHOPS. IT IS ALSO THE FOCAL POINT FOR THE HUMAN RESOURCES OF THE TEACHERS, THE LIBRARIAN, AND GUIDANCE PEOPLE. THIS LEARNING RESOURCE CENTER AND ITS ADJACENT AREAS FORM THE ACADEMIC CORE OF THIS SMALL HIGH SCHOO

SPACES FOR MULTI-GRADED SCHOOL



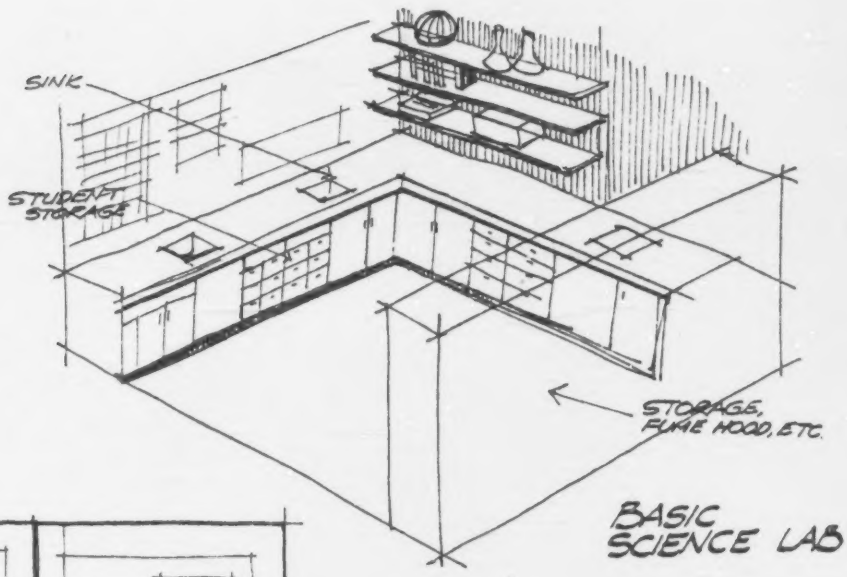
THERE ARE THREE TYPES OF LEARNING SPACES ENVISIONED TO BE USED IN DISTAL HIGH SCHOOL. AN INDIVIDUAL STUDIES BASE SHOULD BE AVAILABLE TOO FOR EACH STUDENT WHERE HE CAN FOLLOW HIS INDIVIDUAL QUEST FOR KNOWLEDGE, AND WHICH CAN SERVE AS A HEADQUARTERS FOR HIS ACADEMIC PURSUITS. GROUP MEETING ROOMS SUCH AS CLASSROOMS, SEMINAR ROOMS, LABORATORIES SHOULD BE AVAILABLE FOR ENGLISH, SOCIAL STUDIES, MATH, AND SCIENCE. SKILLS WORKSHOPS REQUIRE VERY SPECIAL SORTS OF SERVICES OR ACCOMMODATE VERY SPECIAL SORTS OF ACTIVITIES ARE UNDERTAKEN SUCH AS WOODWORKING, ARTS AND CRAFTS, OR INDUSTRIAL MECHANICS. EACH OF THESE TYPES OF SPACES PERFORMS SPECIFIC NEEDS FOR PROGRAM ACTIVITIES IN THE SMALL HIGH SCHOOL LEARNING PROGRAM. STUDENTS MAY SPEND AS MUCH AS HALF THEIR TIME IN INDIVIDUAL STUDY IN A CARREL OR IN A SKILLS WORKSHOP. THE REMAINDER OF THEIR TIME CAN BE IN GROUP LEARNING SITUATIONS IN CLASSROOMS, SEMINARS, OR LABORATORIES.



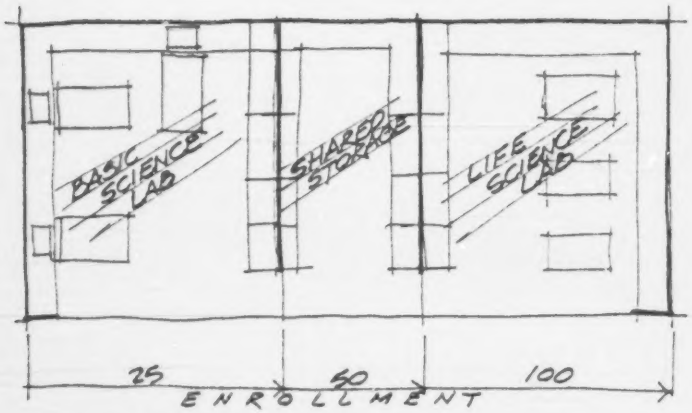
THE INDIVIDUAL LEARNING BASE FOR EACH STUDENT IS AN IMPORTANT COMPONENT OF THE SMALL HIGH SCHOOL PROGRAM. IN DISTAL HIGH SCHOOL, EVERY STUDENT SHOULD HAVE SUCH A LEARNING SPACE FOR HIS OWN; EITHER A STUDY CARREL WHICH PROVIDES SPACE FOR BOOKS, A LOCKER, A FILE CABINET, AND A PLACE TO BRING AUDIO-VISUAL EQUIPMENT OR A SKILLS AREA IN WHICH HE CAN PURSUE AN INDIVIDUAL INTEREST INTENSIVELY IF HE SO DESIRES.

THE GROUP SPACES CAN BE EITHER A SMALL GROUP OR MAY INCLUDE AS MANY AS 15-20 STUDENTS IF TWO CLASSES COME TOGETHER FOR ANY PARTICULAR PURPOSE. MORE LIKELY IN DISTAL HIGH SCHOOL, THESE WILL BE SPACES FOR 10-12 STUDENTS TO MEET WITH A TEACHER TO ENGAGE IN A PARTICULAR SCHEDULED CLASS OR STUDY ACTIVITY. THIS MAY INCLUDE WATCHING FILMS, PARTICIPATING IN BUSINESS OR MATHEMATICS LABORATORIES WITH EQUIPMENT,

SUCH AS CALCULATORS OR TYPEWRITERS, OR IN SCIENCE LABORATORIES ENGAGING IN CHEMISTRY, PHYSICS, OR BIOLOGY. THE BASIC SCIENCE LABORATORY IN DISTAL HIGH SCHOOL SHOULD BE A VERY FLEXIBLE AREA WHICH CAN BE USED FOR SEVERAL TYPES OF SCIENCE ON A SHARED BASIS AS SCIENCE PROGRAMS ARE PHASED FROM YEAR TO YEAR. THIS MAY BE ALSO TRUE IN VOCATIONAL AREAS SUCH AS WOODWORKING, METALS, AND ELECTRONICS.

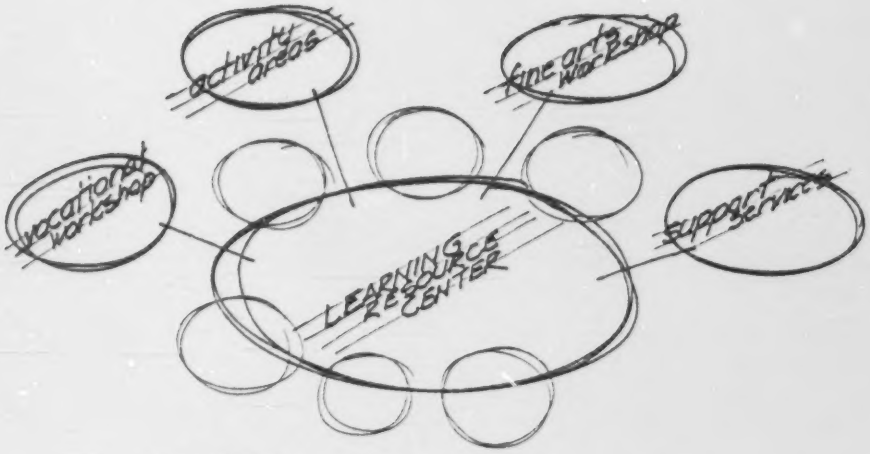


BASIC SCIENCE LAB



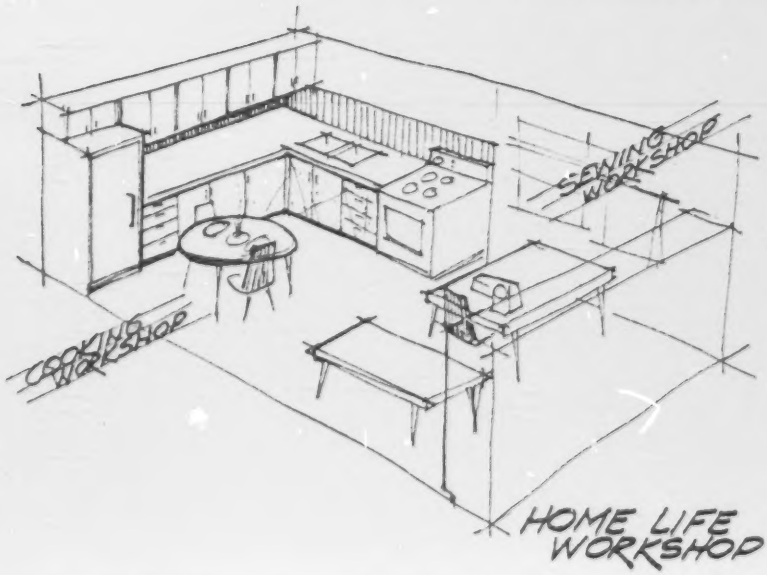
SCIENCE WORKSHOPS
MAY EXPAND WITH ENROLLMENT

THE LEARNING RESOURCE CENTER IS SUPPLEMENTED BY WORKSHOPS AND ACTIVITY AREAS OF SPECIAL NATURE SUCH AS SCIENCE, BUSINESS VOCATIONAL AREAS, FINE ARTS AREAS, AND SUPPORTS AND SERVICE AREAS.



ACADEMIC CORE IS SUPPLEMENTED BY WORKSHOPS AND ACTIVITY AREAS

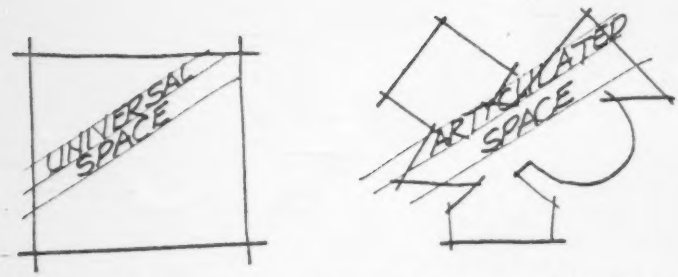
WORKSHOPS MAY ALSO BE AVAILABLE FOR HOME LIVING ACTIVITIES, AND ARTS AND CRAFT ACTIVITIES. THESE MIGHT ALSO BE PHASED FROM YEAR TO YEAR OR TERM TO TERM DEPENDING UPON THE NUMBER OF STUDENTS INTERESTED IN A PARTICULAR COURSE OR THE CURRICULUM ESTABLISHED BY THE COMMUNITY SCHOOL COMMITTEE.



HOME LIFE WORKSHOP

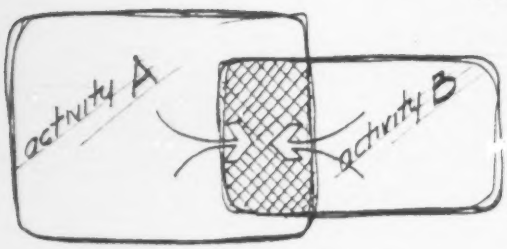
ONE OF THE CONSIDERATIONS IN THE DESIGN OF A SMALL HIGH SCHOOL IS THE CHARACTER OF SPACES IN THE FACILITY. THEY CAN BE OF TWO TYPES; EITHER "UNIVERSAL" SPACE IN WHICH DIVERSE ACTIVITIES CAN OCCUR SIMULTANEOUSLY OR SEQUENTIALLY OR "ARTICULATED" SPACE WHICH CAN ONLY ACCOMMODATE ONE TYPE OF ACTIVITY. IT IS IMPORTANT TO RECOGNIZE THAT UNIVERSAL SPACE WHICH WILL ACCOMMODATE MORE THAN ONE ACTIVITY OVER A PERIOD OF TIME SHOULD RECEIVE THE PRIORITY.

ALTHOUGH ARTICULATED SPACE CAN PROVIDE FOR SPECIFIC ACTIVITIES, IT IS THE LEAST EFFICIENT USE OF SPACE. IF SPECIALIZED SPACE IS PROVIDED FOR EACH ACTIVITY, THE TOTAL SPACE REQUIRED FOR A SCHOOL WILL PROBABLY EXCEED THE SPACE AVAILABLE IN THE BUDGET. THE USE OF UNIVERSAL SPACE WHICH CAN BE MULTI-FUNCTIONAL CAN REDUCE THE OVERALL SPACE REQUIREMENTS AND ECONOMIZE THE COST OF THE FACILITY.



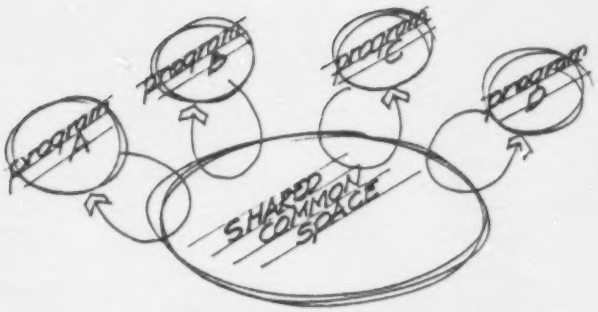
SPACES IN MULTI-GRADED SCHOOL CAN BE
UNIVERSAL
OR
ARTICULATED

THERE ARE MANY WAYS IN WHICH SPACE SHARING CAN PROVIDE SPACE AND PROGRAM FLEXIBILITY IN A SMALL HIGH SCHOOL. IT IS IMPORTANT THAT THESE BE EXPLORED IN THE DESIGN OF THE BUILDING AS MUCH AS POSSIBLE SO THAT THE MAXIMUM NUMBER OF OPPORTUNITIES CAN BE PROVIDED TO THE STUDENTS.



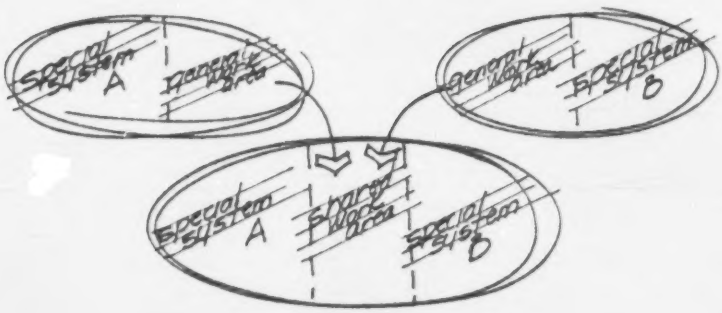
SPACE SHARING
CAN PROVIDE
SPACE AND PROGRAM

FOR EXAMPLE, PROGRAMS CAN SHARE SPACE BY ROTATING THE USE WITHIN THE SPACE. THIS IS VERY COMMON IN THE GENERAL ACADEMIC AREA WHERE SUCH THINGS AS HISTORY, ECONOMICS, AND SOCIAL STUDIES MAY ALL SHARE A COMMON SPACE.



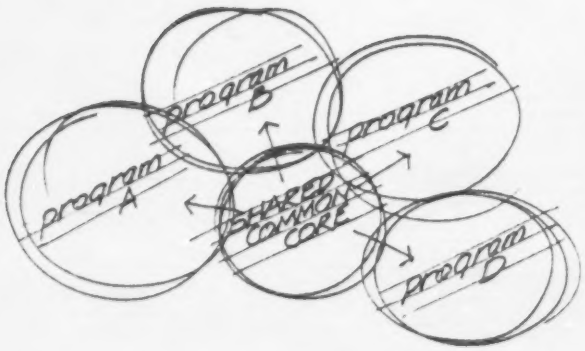
PROGRAMS SHARE SPACE BY ROTATING USE

PROGRAMS CAN ALSO SHARE SPACE FOR COMMON ACTIVITIES. FOR EXAMPLE, A SCIENCE LABORATORY MAY HAVE ONE AREA SPECIFICALLY DESIGNED FOR PHYSICAL SCIENCES WHILE ANOTHER AREA OF THE ROOM CAN BE DESIGNED FOR LIFE SCIENCES. THE SPACE IN BETWEEN CAN BE A SHARED WORK AREA USED BY BOTH DEPENDING UPON THE NEED AT THE TIME.



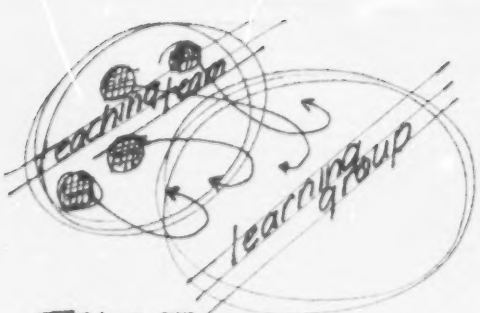
PROGRAMS CAN SHARE SPACE FOR COMMON ACTIVITIES

PROGRAMS CAN ALSO SHARE SPACE BY COMMON SERVICES. A COMMON CORE OF SERVICES AND UTILITIES CAN SERVE SEVERAL PROGRAMS. THUS, AN ART LAB MAY ALSO BE ABLE TO SERVE AS A SCIENCE OR HOME LIVING LABORATORY IF IT HAS APPROPRIATE STORAGE AND OPEN SPACE. THE COMMON SHARED CORE CAN INCLUDE THE SINKS, WORK SPACE, AND BASIC EQUIPMENT.



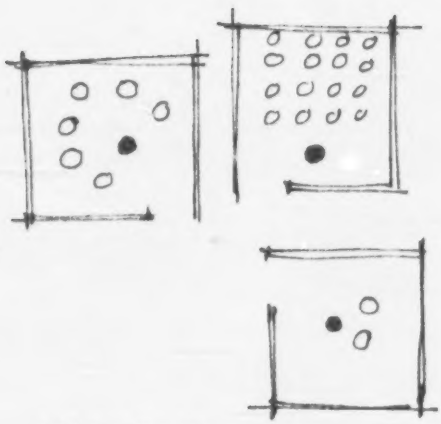
PROGRAMS SHARE SPACE BY COMMON SERVICES

EACH STUDENT CAN HAVE THE OPPORTUNITY TO EXPLORE, LEARN AND ACHIEVE AT HIS OWN SPEED AND TO HIS ULTIMATE CAPACITY. THE PROGRAM CAN HAVE A STRONG EMPHASIS ON INDIVIDUAL STUDENT RESPONSIBILITY AND PARTICIPATION IN LEARNING PROGRAMS. THROUGH THESE MEANS, THE INDIVIDUAL'S ABILITY AND DESIRE TO DIRECT HIS OWN LEARNING FOR A PRODUCTIVE LIFETIME CAN BEST BE ACHIEVED. IN ADDITION, DISTAL HIGH SCHOOL CAN RECOGNIZE INNOVATIVE TEACHING PROGRAMS WHICH MAY NOT OTHERWISE BE CONSIDERED. PROGRAMS SUCH AS TEAM TEACHING ALLOWS EACH TEACHER TO DO HIS BEST JOB IN HIS BEST SUBJECT BY COOPERATING WITH OTHER FACULTY MEMBERS.



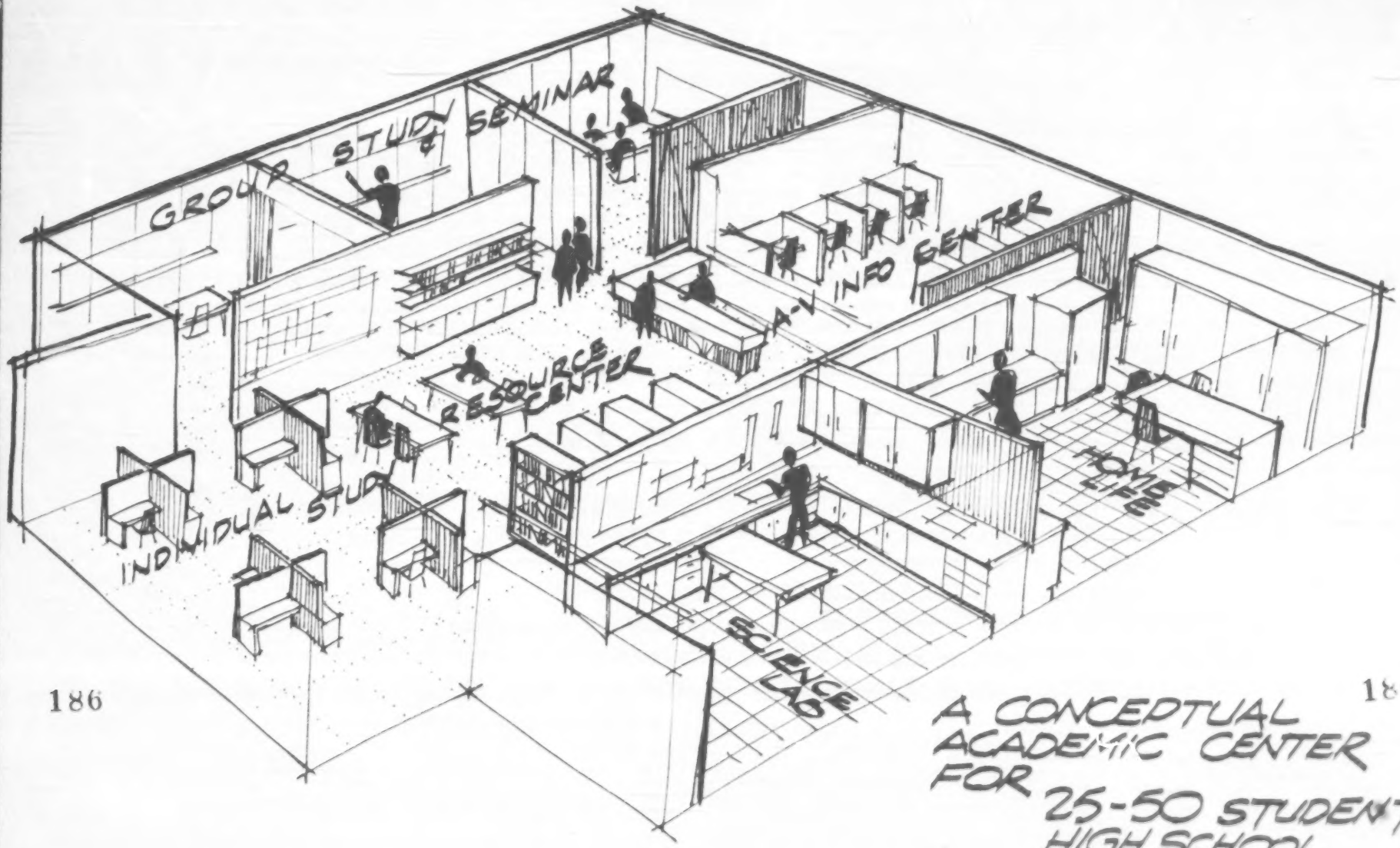
TEAM TEACHING CAN ALLOW EACH TEACHER TO CONTRIBUTE

ANOTHER PROGRAM, VARIABLE GROUP SIZES, CAN ALLOW SIZING EACH GROUP ACCORDING TO THE LEARNING PROCESS BEING USED OR MATERIAL BEING STUDIED. LARGE GROUPS CAN LEARN BASIC CONCEPTS OR KNOWLEDGE, MEDIUM SIZE GROUPS CAN LEARN IDEAS OR TECHNIQUES, SMALL GROUPS CAN EXCHANGE AND EXAMINE IDEAS TOGETHER, AND INDIVIDUALS CAN SEARCH AND EXPERIMENT WITH SPECIFIC KNOWLEDGE IN DETAIL.



VARIABLE GROUP SIZES CAN ADAPT PROGRAM TO NEED.

THUS, DISTAL HIGH SCHOOL CAN BE AN EFFECTIVE TEACHING AND LEARNING ENVIRONMENT FOR ALL STUDENTS IN A REMOTE, RURAL SITUATION AND ALLOW THEM TO FULFILL THEIR HIGHEST POTENTIAL WHETHER TO STAY IN THEIR OWN AREA OR TO VENTURE INTO THE WORLD AT LARGE.



A CONCEPTUAL ACADEMIC CENTER FOR 25-50 STUDENT HIGH SCHOOL

UNIVERSITY OF OREGON
College of Education
Field Training and
Service Bureau
Eugene, Oregon 97403
(503) 686-3409

March 11, 1977

MEMO

TO: All Bureau Staff Who Worked on the SPARE Project

FROM: Bob Stalick

RE: Unsolicited Comments About the Success of the Project

On March 10, 1977 I received the attached letter from John H. Knapp, who is employed by the Southcentral Regional Resource Center in Anchorage, Alaska, as their Community Goals Specialist. This is the first input we've received on the usability of our project. As you can see from his letter, we have been credited with a viable model. These things are nice to know.

cc: John Amundson

My job is going remarkably well for the short time I have been at it. I made a tour of our key districts to orient myself with the people and problems of education in Alaska. I went to two villages and the district office on Kodiak Island, Glennallen, and Palmer. Last week I spent another week on Kodiak Island with Jim Elliot conducting the PDK Goals project. with all due modesty, it was a raving success. The Superintendent was able to use the cooperating and participating spirit engendered by the project to make a contact with the native people that he had not been able to make during the previous three or four years. It was a little of a testing for me as well because it was my first attempt to try to communicate with native people. Our native coordinator told me that I did surprisingly well. I was pleased at that since it seems that few people, white people, can get through to the natives. One result of this pilot project was the realization that we need to rewrite the goal statements into terms that are more understandable by native people. This is especially true of the statements that were devised by the Angoon Village. A new friend in the Alaska Native Foundation has agreed to have a select group of natives look at the goal statements to see if they can rewrite them in more understandable terms. We will have to be careful with this process to ensure that the original meaning is not destroyed.

We have five professionals in our office and our work load is growing daily. John Stamm just appointed me as our Center's representative to a State Advisory Committee on Regional Resource Centers. We really do need some coordination as much of our work is on-the-run and shoot-from-the-hip. Education in Alaska is quite primitive. The average stay for a village teacher is about two years. When that teacher leaves, all that he has done leaves with him. The district usually does nothing to ensure any continuity from one year to the next. Curriculum development in Alaska is a mad scramble to canned devices. The best districts at least look for individualiz d programs. My first assignment was to develop a Special Ed program for a district that has no regular ed program. After about three weeks of work I was able to convince the Curriculum Director that he needed to develop a regular curriculum before he seeks a special ed curriculum. I am really not sure that I convinced him. Anyway I did introduce him to Oregon's Toward Competency. I am sure it was a mistake because I think he will adopt it. Another problem is that teachers will not work in the summer on curriculum projects as their first thought is to "go outside" for the summer.